



THAI NGUYEN UNIVERSITY - INTERNATIONAL SCHOOL

TS. DƯƠNG ĐỨC MINH (Chủ biên), ThS. TRẦN LỮ HÙNG,
ThS. NGUYỄN THỊ PHƯƠNG THẢO, ThS. NGUYỄN THỊ HOA



CẨM NANG CHO NGƯỜI HỌC IELTS

HANDBOOK FOR IELTS LEARNERS



NHÀ XUẤT BẢN ĐẠI HỌC THÁI NGUYÊN

THAI NGUYEN UNIVERSITY
INTERNATIONAL SCHOOL

Duong Duc Minh (Author)
Tran Luu Hung, Nguyen Thi Hoa, Nguyen Thi Phuong Thao,
Tran Thi Nhu Trang (Co-authors)

CẨM NANG
CHO NGƯỜI HỌC IELTS/
HANDBOOK
FOR IELTS LEARNER

Thai Nguyen University Publishing House

2025

MỤC LỤC

LỜI NÓI ĐẦU	5
PHẦN I. TỔNG QUAN VỀ BÀI THI IELTS	5
1. IELTS là gì?	6
2. Hình thức thi IELTS.....	6
3. Cấu trúc đề thi IELTS	7
3.1. Bài thi Nói.....	7
3.1.1. Mô tả bài thi Nói	7
3.1.2. Đánh giá bài thi Nói	8
3.1.3. Bài thi Nói đạt điểm 5.0	9
3.2. Bài thi Viết.....	14
3.2.1. Mô tả bài thi Viết	14
3.2.2. Đánh giá bài thi Viết	15
3.2.3. Bài thi Viết đạt điểm 5.0	16
3.3. Bài thi Đọc và Nghe.....	16
4. Lộ trình học IELTS 5.0 cho người mới bắt đầu	17
4.1. Khởi động.....	18
4.2. Tăng tốc.....	20
4.3. Về đích	22
PHẦN II. CÁC DẠNG BÀI THI VÀ HƯỚNG DẪN LÀM BÀI	24
1. Bài thi Nói.....	24
1.1. 10 thủ thuật nói có thể áp dụng cho cả 3 phần thi	24
1.2. Gợi ý trả lời Phần 1	26
1.3. Gợi ý trả lời Phần 2	35
1.4. Gợi ý trả lời Phần 3	42
2. Bài thi Viết.....	45
2.1. Phần 1.....	45
2.2. Phần 2.....	53
3. Bài thi Nghe	64
3.1. Dạng câu hỏi ‘Multiple choice’	65
3.2. Dạng câu hỏi ‘Matching’	67
3.3. Dạng câu hỏi ‘Labeling a Map/Diagram’	69
3.4. Dạng câu hỏi ‘Sentence completion’	72
3.5. Dạng câu hỏi ‘Form, note, table, flow-chart, summary completion’	73
3.6. Dạng câu hỏi ‘Short answer’	77

4. Bài thi Đọc	79
4.1. Dạng câu hỏi ‘Multiple choice’	79
4.2. Dạng câu hỏi ‘True, False and Not Given’ hoặc ‘Yes, No, Not Given’	81
4.3. Dạng câu hỏi ‘Matching heading’	86
4.4. Dạng câu hỏi ‘Matching features’	88
4.5. Dạng câu hỏi ‘Matching information’	92
4.6. Dạng câu hỏi ‘Matching sentence endings’	94
4.7. Dạng câu hỏi ‘Sentence completion’	96
4.8. Dạng câu hỏi ‘Summary, Note, Table/Flow Chart Completion’	98
4.9. Dạng câu hỏi ‘Diagram label completion’	100
4.10. Dạng câu hỏi ‘Short answer’	103
PRACTICE TEST 1	105
PRACTICE TEST 2	123
PRACTICE TEST 3	123
PRACTICE TEST 4	160
ANSWER KEYS	178
APPENDICES	238

LỜI NÓI ĐẦU

Tiếng Anh được xem là ngôn ngữ phổ biến, thông dụng toàn cầu. Biết và giỏi tiếng Anh giúp thí sinh có cơ hội được học tại những ngôi trường danh giá. Không những thế, học tiếng Anh là để cải thiện bản thân, cải thiện cuộc sống của chính mình. Các nhà tuyển dụng muốn lựa chọn một ứng viên có năng lực tiếng Anh tốt, thay vì một ứng viên không biết ngoại ngữ. Và ngay cả khi làm việc cho một công ty của Nhật Bản, Hàn Quốc... hay công ty đa quốc gia nào khác, nếu thành thạo tiếng Anh thì người lao động luôn được ưu tiên và tạo nhiều cơ hội phát triển.

Cẩm nang cho người học IELTS/Handbook for IELTS Learner trang bị cho học sinh, sinh viên, thí sinh thi IELTS những thông tin cơ bản nhất về kỳ thi IELTS, thông tin tổng quát về các kỹ năng trong bài thi cũng như những hướng dẫn, gợi ý, chiến lược làm các dạng bài thi. Bên cạnh đó, cuốn sách cũng xây dựng định hướng ôn tập và cung cấp một số bài thi mẫu giúp thí sinh thực hành nhằm đạt mục tiêu 5.0 IELTS hoặc cao hơn. Rất nhiều thông tin trong cuốn sách đã được các trang mạng điện tử chia sẻ công khai nhằm mục đích hỗ trợ thí sinh đạt kết quả tốt trong các kỳ thi IELTS.

Cẩm nang cho người học IELTS/Handbook for IELTS learner được xuất bản với mục đích phi thương mại nên chúng tôi tin rằng những nội dung được tổng hợp đó sẽ góp phần lan tỏa kiến thức đến nhiều đối tượng thí sinh hơn, đặc biệt là với học sinh, sinh viên, học viên - những người đang bắt đầu làm quen với bài thi IELTS để hướng đến mục đích đạt chuẩn đầu vào và chuẩn đầu ra ở các trường Đại học.

Nhóm tác giả rất mong nhận được những góp ý để cuốn sách được hoàn thiện hơn.

Trân trọng cảm ơn.

NHÓM TÁC GIẢ

PHẦN I. TỔNG QUAN VỀ BÀI THI IELTS

1. IELTS là gì?

IELTS là từ viết tắt của *International English Language Testing System*, tạm dịch là Hệ thống kiểm tra tiếng Anh quốc tế với 04 kỹ năng Nghe, Nói, Đọc và Viết. IELTS là cuộc thi kiểm tra trình độ thông thạo tiếng Anh quan trọng và phổ biến nhất thế giới cho mục đích học tập, làm việc và định cư. Theo trang web chính thức (ielts.org), hơn 11.000 trường đại học, cao đẳng, cơ quan và các tổ chức khác sử dụng điểm số IELTS để đánh giá năng lực tiếng Anh chính thức trong đó có Mỹ, Anh, Úc, Canada và New Zealand...

Thí sinh có thể dự thi IELTS Học thuật (IELTS Academic) hoặc IELTS Tổng quát (IELTS General) tùy theo mục đích của mình. Trong đó:

IELTS Học thuật được công nhận rộng rãi như là yêu cầu ngôn ngữ đầu vào cho tất cả các khóa học đại học và sau đại học và là tiêu chuẩn đánh giá ứng viên đã sẵn sàng hay chưa cho việc theo học các chương trình giáo dục được giảng dạy hoàn toàn bằng tiếng Anh.

IELTS Tổng quát là loại hình thích hợp cho những ai muốn học nghề, xin việc hay định cư tại các quốc gia nói tiếng Anh.

Bài thi IELTS Học thuật và IELTS Tổng quát sẽ thi chung 02 kỹ năng là Nghe và Nói, kỹ năng Đọc và Viết có cấu trúc bài thi khác nhau tùy thuộc vào loại hình mà thí sinh dự thi.

Chứng chỉ IELTS có hiệu lực trong 02 năm kể từ ngày có kết quả. Thi IELTS không có đỗ hay trượt mà được tính theo thang điểm và chứng chỉ được cấp theo mức điểm mà thí sinh đạt được.

2. Hình thức thi IELTS

Kỳ thi cấp chứng chỉ IELTS được chia làm 02 phần:

Phần 1: thi Viết, bao gồm các kỹ năng: Nghe, Đọc và Viết;

Phần 2: thi Nói.

Lưu ý khi thi:

Phần thi Viết (Nghe, Đọc, Viết) được tiến hành trong buổi sáng của ngày thi chính thức và kéo dài khoảng 03 tiếng.

Phần thi Nói chỉ kéo dài 15 phút và mỗi thí sinh sẽ được bố trí thời gian thi Nói riêng. Lịch thi Nói được bố trí cùng ngày với thi Viết hoặc trong khoảng thời gian 05 ngày trước và sau ngày thi Viết.

3. Cấu trúc đề thi IELTS

Cả hai hình thức thi IELTS Học thuật và IELTS Tổng quát đều bao gồm 04 kỹ năng Nghe, Nói, Đọc và Viết. Cấu trúc đề thi như sau:

3.1. Bài thi Nói

3.1.1. Mô tả bài thi Nói

Bài thi Nói được diễn ra với sự tương tác giữa 01 thí sinh và 01 giám khảo trong khoảng thời gian từ 11 đến 15 phút. Bài thi gồm 03 phần chính với cấu trúc và chức năng của từng phần khác nhau, cụ thể:

- **Phần 1. Giới thiệu và phỏng vấn** (*Introduction and interview*): Hình thức gần giống như một bài phỏng vấn nhỏ, giúp thí sinh khởi động và làm quen với bài thi. Thí sinh phải trả lời những câu hỏi chung về bản thân, bao quát nhiều chủ đề quen thuộc như gia đình, bạn bè, thói quen, công việc, sở thích, ...

Ví dụ một số câu hỏi về chủ đề *Sức khỏe* (Health):

- + Is it important to you to eat healthy food? [Why? /Why not?]
- + If you catch a cold, what do you do to help you feel better? [Why?]
- + Do you pay attention to public information about health? [Why? /Why not?]
- + What could you do to have a healthier lifestyle?

- **Phần 2. Bài nói cá nhân** (*Individual long turn*): Thí sinh được nhận một đề thi bao gồm một câu hỏi về chủ đề cụ thể cùng với các gợi ý. Thí sinh sẽ có 01 phút chuẩn bị và ghi chú nếu cần trước khi trình bày về chủ đề đó trong khoảng thời gian từ 01 đến 02 phút. Sau khi kết thúc, giám khảo có thể hỏi 01 hoặc 02 câu hỏi phụ dựa trên nội dung phần trình bày của thí sinh.

Ví dụ một số câu hỏi trong Phần 2:

Describe an occasion when you had to wait a long time for someone or something to arrive. You should say:

who or what you were waiting for

how long you had to wait

why you had to wait a long time

and explain how you felt about waiting a long time.

- **Phần 3. Thảo luận** (*Two-way discussion*): Trong phần này, giám khảo và thí sinh sẽ tham gia vào một cuộc thảo luận 02 chiều với những câu hỏi rộng hơn có liên quan đến chủ đề đã được đưa ra ở Phần 2. Các câu hỏi này bao quát những vấn đề và ý tưởng trừu tượng hơn, yêu cầu thí sinh phải suy luận hoặc đưa ra quan điểm của mình.

Ví dụ một số câu hỏi trong Phần 3:

Arriving early

+ In what kinds of situations should people always arrive early?

+ How important is it to arrive early in your country?

+ How can modern technology help people to arrive early?

3.1.2. Đánh giá bài thi Nói

Như đã đề cập trong phần trước, bài thi Nói được đánh giá thông qua 04 tiêu chí. Cụ thể:

- Độ trôi chảy và mạch lạc (*Fluency and coherence*)

Tiêu chí này đề cập đến mức độ trôi chảy, thể hiện qua tốc độ nói và tính liên tục của bài Nói. Bên cạnh đó là khả năng liên kết ngôn từ và ý tưởng lại với nhau một cách hợp lý để tạo nên độ mạch lạc, thông qua trình tự sắp xếp của các câu và việc sử dụng các từ nối như liên từ, đại từ trong và giữa các câu.

- Vốn từ (*Lexical resources*)

Tiêu chí này đánh giá khả năng sử dụng từ ngữ trong việc diễn đạt và truyền tải ý nghĩa để đạt được mục tiêu giao tiếp. Cụ thể là độ đa dạng trong phạm vi từ vựng mà thí sinh có thể sử dụng cùng với mức độ đầy đủ, chính xác và phù hợp của các từ.

- Độ đa dạng và chính xác của ngữ pháp (*Grammatical range and accuracy*)

Đây là tiêu chí nhằm phân tích và đánh giá phạm vi và tính chính xác trong việc sử dụng ngữ pháp khi nói, tập trung vào mức độ đa dạng các điểm ngữ pháp, cấu trúc câu, độ dài và phức tạp trong từng câu nói. Ngoài ra, số lượng lỗi ngữ pháp và mức độ ảnh hưởng của nó đến hiệu quả giao tiếp cũng sẽ được xem xét.

- Phát âm (*Pronunciation*)

Về phần phát âm, thí sinh sẽ được đánh giá khả năng sử dụng các thành tố phát âm khác nhau (như việc phát âm từ đơn, nhấn trọng âm từ, trọng

âm câu, liên kết các từ và sử dụng ngữ điệu), về mặt phạm vi và mức độ kiểm soát, cùng với tính dễ hiểu của bài Nói.

Mỗi tiêu chí được đánh giá theo thang điểm từ 1-9. Tuy nhiên thí sinh cần lưu ý điểm của từng tiêu chí sẽ không có số lẻ như 4.5, 5.5 hay 6.5, và điểm của từng phần chiếm 25% trong số điểm tổng của bài thi.

3.1.3. Bài thi Nói đạt điểm 5.0

- *Độ trôi chảy và mạch lạc (Fluency and coherence)*

Lưu ý khi ôn tập tiêu chí này:

- + Độ dài và độ liên tục của lời nói (*length and pauses*), tốc độ nói (*speed*) và độ ngập ngừng, ấp úng (*hesitation*)
- + Độ lặp (*repetition*) và tự điều chỉnh, sửa lỗi (*self-correction*)
- + Việc sử dụng các phép nối/liên từ nối (*connectives and discourse markers*)
- + Tính liên kết chặt chẽ và độ mạch lạc trong phát triển ý chủ đề (*coherence*)

	Thang điểm 4.0	Thang điểm 5.0	Thang điểm 6.0
<i>Độ dài Tốc độ nói Tính liên tục</i>	Nói chậm (<i>Slow speech</i>) Ngắt quãng (<i>Noticeable pauses</i>)	Nói chậm (<i>Slow speech</i>) Có độ trôi chảy nhưng không liên tục (<i>Fluent simple speech, have fluency problems</i>)	Kéo dài được câu nói (<i>Speak at length</i>)
<i>Độ ngập ngừng/ấp úng</i>	Ngắt quãng (<i>Noticeable pauses</i>)	Nói chậm (<i>Uses slow speech</i>)	Thỉnh thoảng (<i>Occasionally</i>)
<i>Độ lặp và tự sửa lỗi</i>	Thường xuyên (<i>Frequently</i>)	Thường xuyên (<i>Frequently</i>)	Thỉnh thoảng (<i>Occasionally</i>)
<i>Sử dụng phép nối/từ nối</i>	Lặp lại các từ nối đơn giản (<i>Repetitive use of simple connectives</i>)	Lạm dụng một số từ nối (<i>Overuse certain connectives and discourse markers</i>)	Dùng được nhiều từ nhưng không hoàn toàn phù hợp (<i>A range of, not always appropriately</i>)

<i>Độ mạch lạc</i>	Bị ngắt lời (<i>Have breakdowns</i>)	Bị ngắt lời (<i>Have breakdowns</i>)	Thi thoảng bị ngắt quãng (<i>Lose coherence at times</i>)
--------------------	---	--	---

Như vậy về *độ dài và tốc độ nói cũng như tính liên tục*, mức độ gần tăng dần đều giữa các thang điểm. Tuy nhiên sẽ có sự khác biệt lớn giữa các thang điểm 4 và 5 với 6 và 7, cụ thể: Từ nói chậm, ngắt quãng (thang điểm 4) đến nói chậm và duy trì được độ liên tục nhưng không thường xuyên (thang điểm 5) và kéo dài được câu nói (thang điểm 6 và 7).

Việc *ngập ngừng, áp úng* ở thang điểm 4 và 5 không có quá nhiều sự khác biệt (nói ngắt quãng, nói chậm), còn ở thang điểm 6, thí sinh thi thoảng sẽ áp úng do phải tìm từ vựng để diễn đạt.

Tiếp theo, ở các thang điểm 4 và 5, thí sinh thường xuyên phải sử dụng *lặp lại các từ vựng hoặc nói trùng ý*, và khi nói sai thí sinh cũng thường sẽ ngừng lại để tự sửa lỗi. Tuy nhiên sự khác biệt thể hiện rõ ở thang điểm 6, thí sinh chỉ thỉnh thoảng bị lặp hay tự sửa lỗi.

Về việc dùng *phép nối và từ nối*, sẽ có sự khác biệt lớn giữa các thang điểm 4 và 5 (dùng lặp lại các từ đơn giản hoặc bị lạm dụng 1 số từ nhất định) với thang điểm 6 (dùng được nhiều nhưng không phải chính xác hoàn toàn).

Đối với *tính mạch lạc*, trong khi thí sinh ở thang điểm 4 và 5 hay bị ngắt đoạn, không đảm bảo được độ mạch lạc thì lên thang điểm 6, thí sinh đã duy trì được tính mạch lạc, chỉ thỉnh thoảng bị ngắt quãng.

- *Vốn từ (Lexical resources)*

Lưu ý khi ôn tập tiêu chí này:

- + Độ rộng và sự đa dạng vốn từ (*vocabulary resources*);
- + Khả năng sử dụng các từ chính xác và linh hoạt (*accuracy and flexibility*);
- + Các cách diễn đạt mang tính thành ngữ (*idiomatic expressions*);
- + Khả năng diễn đạt các ý theo nhiều cách (*paraphrase*) như dùng từ đồng nghĩa, chuyển từ loại, thay đổi cấu trúc, thể thức câu ...

	Thang điểm 4.0	Thang điểm 5.0	Thang điểm 6.0
<i>Độ rộng và đa dạng vốn từ</i>	Không đủ (<i>Simple, insufficient</i>)	Đơn giản (<i>Simple</i>)	Có đủ vốn từ (<i>Wide enough range of vocabulary</i>)
<i>Độ chính xác, linh hoạt trong sử dụng từ</i>	Thường mắc lỗi lựa chọn từ (<i>Frequent errors in word choices</i>)	Chưa linh hoạt (<i>Limited flexibility</i>)	Rõ nghĩa mặc dù đôi khi chưa phù hợp (<i>Clear meaning despite inappropriacies</i>)
<i>Cách diễn đạt mang tính thành ngữ</i>	Không có (<i>None</i>)	Không có (<i>None</i>)	Không có (<i>None</i>)
<i>Khả năng diễn đạt các ý theo nhiều cách</i>	Chưa cố gắng dùng (<i>Rarely attempts</i>)	Có dùng nhưng đôi khi chưa hiệu quả (<i>Mixed success</i>)	Nói chung có hiệu quả (<i>Generally successfully</i>)

Như vậy, *độ rộng vốn từ* có sự khác biệt giữa thang điểm 4 (vốn từ không đủ, chỉ dùng được các từ đơn giản), thang điểm 5 (vốn từ vừa đủ để nói về các chủ đề quen thuộc ít từ hơn cho các chủ đề không quen thuộc) và với thang điểm 6 thí sinh đã có vốn từ đủ rộng để nói được về tất cả các chủ đề.

Về việc sử dụng các từ một *cách chính xác và linh hoạt*, những thí sinh ở thang điểm 4 và 5 sử dụng chưa được linh hoạt và còn sai trong việc lựa chọn từ, do đó việc diễn đạt ý nghĩa có thể chưa được hiệu quả. Ngược lại ở thang điểm 6, mặc dù còn đôi chỗ dùng từ chưa phù hợp, nhưng nhìn chung thí sinh đã có thể làm rõ nghĩa và ý muốn nói.

Đối với các cách diễn đạt mang tính *thành ngữ*, thí sinh ở 03 thang điểm 4, 5 và 6 chưa cần thiết phải sử dụng các cách diễn đạt mang tính thành ngữ.

Về khả năng diễn đạt các ý theo nhiều cách (*paraphrase*), thí sinh ở thang điểm 4 hầu như không có khả năng này vì vốn từ và ngữ pháp còn giới hạn. Ở thang điểm 5, thí sinh đã có kiến thức về diễn đạt các ý theo nhiều cách và có thay đổi cách diễn đạt nhưng chưa thành công nhiều. Tuy nhiên, việc sử dụng kỹ năng diễn đạt các ý theo nhiều cách của thí sinh ở thang điểm 6 nhìn chung thành công.

- *Độ đa dạng và chính xác của ngữ pháp (Grammatical range and accuracy)*

Lưu ý khi ôn tập tiêu chí này:

- + Mức độ đa dạng và phức tạp của các cấu trúc ngữ pháp
- + Mức độ chính xác, phù hợp và linh hoạt của các cấu trúc
- + Số lỗi và mức độ nghiêm trọng của các lỗi (mức độ ảnh hưởng của các lỗi đến việc nghe hiểu)

	Thang điểm 4.0	Thang điểm 5.0	Thang điểm 6.0
<i>Phạm vi, mức độ đa dạng các cấu trúc ngữ pháp</i>	Sử dụng câu đơn giản (<i>Basic sentence forms</i>)	Sử dụng đúng các câu đơn và có sử dụng cấu trúc phức tạp (<i>Basic sentence forms, limited range of more complex structures</i>)	Có sử dụng cả câu đơn và câu phức (<i>A mix of simple and complex structures</i>)
<i>Độ chính xác, phù hợp và linh hoạt các cấu trúc</i>	Sử dụng đúng câu đơn giản (<i>Some correct simple sentences</i>)	Nhiều câu đúng (<i>Reasonable accuracy</i>)	Thiếu độ linh hoạt (<i>Limited flexibility</i>)
<i>Số lỗi và mức độ nghiêm trọng của lỗi</i>	Lỗi dẫn đến hiểu nhầm (<i>Frequent errors lead to misunderstanding</i>)	Thường mắc lỗi ở câu phức gây khó khăn khi nghe hiểu (<i>Frequent errors in complex sentences cause some comprehension problem</i>)	Thường mắc lỗi ở câu phức nhưng hiếm khi gây hiểu nhầm (<i>Frequent errors in complex sentence rarely cause comprehension problems</i>)

Thí sinh đạt thang điểm 4 chỉ hình thành được các cấu trúc đơn giản với một số câu đơn đúng, tuy nhiên vẫn hay mắc các lỗi ảnh hưởng đến việc nghe hiểu. Đến thang điểm 5, các cấu trúc câu đơn đa số đúng và thí sinh đã có sử dụng thêm được một số cấu trúc phức tạp hơn, nhưng những câu này thường mắc lỗi và các lỗi cũng dẫn đến vấn đề về nghe hiểu. Sự khác biệt có thể được

thấy rõ ở thang điểm 6, khi thí sinh đã có thể kết hợp sử dụng các câu đơn với độ chính xác cao hơn và các câu phức, mặc dù lỗi còn thường xuyên nhưng hiếm khi ảnh hưởng đến việc nghe hiểu.

Như vậy, đối với việc sử dụng ngữ pháp, ngoài việc kết hợp sử dụng các câu đơn, câu ghép và sử dụng linh hoạt các loại mệnh đề, cấu trúc phức hợp, thí sinh còn cần chú ý tránh mắc các lỗi căn bản, như về các thì, sử dụng từ loại và hạn chế để các lỗi ảnh hưởng đến việc nghe hiểu.

- *Phát âm (Pronunciation)*

Lưu ý khi ôn tập tiêu chí này:

- + Phạm vi sử dụng các thành tố phát âm (*pronunciation features*) như: các âm đơn (*individual sounds*), gồm nguyên âm và phụ âm (*vowel and consonant*); nhấn trọng âm từ và trọng âm câu (*word stress and sentences stress*); âm yếu (*weak sounds*); nối âm (*connected speech*) và ngữ điệu (*intonation*);
- + Khả năng kiểm soát của thí sinh đối với các thành tố này;
- + Mức độ dễ hiểu của bài Nói.

	Thang điểm 4.0	Thang điểm 5.0	Thang điểm 6.0
<i>Phạm vi sử dụng các thành tố phát âm</i>	Hạn chế (<i>Limited range</i>)	Sử dụng một số (<i>A range</i>)	Sử dụng nhiều (<i>A wide range</i>)
<i>Khả năng kiểm soát các thành tố này</i>	Có cố gắng nhưng còn gặp lỗi thường xuyên (<i>Attempts but lapses are frequent</i>)	Sử dụng hiệu quả nhưng không duy trì (<i>Effective use but not sustained</i>)	Duy trì việc sử dụng linh hoạt, đôi khi có lỗi (<i>Sustains flexible use with occasional lapses</i>)
<i>Mức độ dễ hiểu</i>	Thường xuyên phát âm sai (<i>Frequent mispronunciations</i>) Gây một số khó khăn cho người nghe (<i>Some difficulty for listeners</i>)	Nhìn chung dễ hiểu (<i>Generally be understood throughout</i>)	Dễ hiểu (<i>Easy to understand throughout</i>)

Từ những phân tích bên trên, để đạt được thang điểm 5.0 ở kỹ năng Nói, thí sinh sẽ có các đặc điểm như sau:

Độ trôi chảy và mạch lạc	- Mắc phải các lỗi như lặp từ, ngập ngừng khi nói hoặc tự sửa lỗi; - Lạm dụng các từ liên kết; - Giao tiếp đơn giản thì trôi chảy, nhưng dễ mắc lỗi khi giao tiếp ở mức độ phức tạp hơn.
Vốn từ	- Có khả năng nói về chủ đề đơn giản lẫn phức tạp với vốn từ khá hạn chế; - Biết diễn đạt các ý theo nhiều cách ở mức tương đối
Độ đa dạng và chính xác của ngữ pháp	- Sử dụng cấu trúc câu đơn giản với độ chính xác tương đối; - Ít sử dụng các cấu trúc câu phức tạp với nhiều lỗi.
Phát âm	- Phát âm còn hạn chế, gây khó khăn cho người nghe.

3.2. Bài thi Viết

3.2.1. Mô tả bài thi Viết

Trong bài thi Viết thí sinh sẽ hoàn thành 02 phần thi trong thời gian 60 phút. Cụ thể như sau:

- **Phần 1:** Thí sinh sẽ được yêu cầu viết bài báo cáo ít nhất 150 từ để mô tả và giải thích các số liệu, dữ liệu trên các biểu đồ, một quá trình, một hiện tượng được biểu diễn dưới dạng hình vẽ. Phần này nên được hoàn thành trong không quá 20 phút. Phần thi này chiếm $\frac{1}{3}$ tổng số điểm của bài thi.

- **Phần 2:** Thí sinh thường được yêu cầu viết bài tiểu luận ít nhất 250 từ để đưa ra những chính kiến tranh luận hay nhận định về một ý kiến hoặc vấn đề. Thí sinh nên đưa ra những tình huống và ví dụ cụ thể để hỗ trợ cho nhận định của mình. Phần này nên được hoàn thành trong không quá 40 phút và được tính điểm gấp đôi so với Phần 1. Phần thi này chiếm $\frac{2}{3}$ tổng số điểm của bài thi.

3.2.2. Đánh giá bài thi Viết

Khác với bài thi Nói, bài thi Viết có những tiêu chí chấm điểm khác nhau với từng phần (task) và từng thang điểm.

Như đã giới thiệu ở phần trước, thí sinh có thể thấy rằng các tiêu chí chấm điểm cho hai phần là như nhau. Tổng cộng có 4 tiêu chí, mỗi tiêu chí sẽ chiếm 25% tổng số điểm, cụ thể:

- *Mức độ hoàn thành bài thi (Task achievement)*

Hiểu đơn giản, tiêu chí này đánh giá việc thí sinh có đáp ứng được yêu cầu đề bài hay không. Cụ thể: Bài viết cần trả lời được tất cả các phần của câu hỏi và được thể hiện ở 3 phần Mở bài-Thân bài-Kết bài.

- *Ngữ pháp (Grammar range and accuracy)*

Nhiều thí sinh thường chỉ cố gắng sử dụng càng nhiều cấu trúc ngữ pháp càng tốt (*range*) mà quên mất độ chính xác (*accuracy*) cũng là yếu tố quan trọng trong cách chấm điểm bài thi Viết.

+ Cấu trúc (*range*): Sự đa dạng trong cấu trúc ngữ pháp, đặc biệt những cấu trúc nâng cao như câu phức, mệnh đề quan hệ, ...;

+ Độ chính xác (*accuracy*): Lỗi ngữ pháp và mức độ nghiêm trọng của các lỗi đó;

+ Dấu câu (*punctuation*): Việc sử dụng các dấu câu như dấu chấm câu, dấu phẩy...

- *Từ vựng (Lexical resources)*

Tiêu chí này đánh giá vốn từ vựng (*Range of vocabulary*) và khả năng áp dụng từ vựng vào bài viết của thí sinh. Thí sinh có vốn từ vựng đa dạng, sử dụng từ vựng tự nhiên, đúng dạng từ, không mắc lỗi chính tả sẽ được đánh giá cao trên thang điểm.

- *Sự liên kết về hình thức và ý nghĩa (coherence và cohesion)*

+ Sự liên kết về mặt ý nghĩa (*coherence*) thể hiện qua việc đoạn văn thí sinh viết “dễ hiểu” đến đâu. Sự liên kết được đánh giá qua việc thí sinh xây dựng các câu lập luận, ví dụ để làm rõ quan điểm như thế nào;

+ Sự liên kết về mặt hình thức (*cohesion*) được biểu hiện rõ ràng nhất qua các từ nối (*linking words*) giữa các phần, câu, đoạn với nhau.

3.2.3. Bài thi Viết đạt điểm 5.0

	Mức độ hoàn thành bài thi	Sự liên kết về hình thức và ý nghĩa	Từ vựng	Ngữ pháp
Phần 1	- Giải quyết câu hỏi ở mức thông thường - Có vấn đề về: thứ tự bài viết, phân tổng quan, ý hỗ trợ - Đi sâu quá vào từng ý, từng chi tiết	- Có bố cục bài nhưng có thể thiếu phân phát triển. - Mắc lỗi về sử dụng từ nối.	- Lượng từ vựng hạn chế. - Mắc lỗi nặng về chính tả gây khó khăn cho người đọc.	Hạn chế về cấu trúc câu.
Phần 2	- Chỉ giải quyết một phần đề bài - Cấu trúc bài viết không phù hợp. - Không có kết luận, không phát triển ý.	- Mắc lỗi về sử dụng các từ nối. - Mắc lỗi lặp từ. - Không viết thành các đoạn, hoặc các đoạn có cấu trúc không đầy đủ.		Mắc lỗi về ngữ pháp và dấu câu.

Có thể thấy, để đạt được điểm 5.0 trong bài thi Viết nói chung, thí sinh cần phải giải quyết một phần yêu cầu đề bài và có bố cục, nhưng có thể vẫn mắc nhiều lỗi về ngữ pháp và từ vựng.

3.3. Bài thi Đọc và Nghe

Đối với bài thi Nghe hoặc Đọc, để đạt được điểm 5.0, thí sinh cần trả lời đúng từ 16 đến 19 câu trên tổng số 40 câu.

Nói tóm lại, IELTS là một bài kiểm tra tiếng Anh và thí sinh đạt trình độ IELTS 5.0 là một người dùng “khiêm tốn”. Điều đó không có nghĩa là họ nhút nhát. Khiêm tốn ở đây có nghĩa là thí sinh có thể giao tiếp trong hầu hết các tình huống nhưng có thể gặp khó khăn trong môi trường học thuật. Đó là lý do

tại sao một sinh viên muốn đạt IELTS 5.0 thường sẽ cần học tiếng Anh cả năm ở trường đại học trước khi bắt đầu thi chứng chỉ. Từ những phân tích bên trên, có thể thấy rằng, thí sinh cần thể hiện các kỹ năng ở mức độ sau:

- Bài thi Nghe đạt điểm 5.0

+ Trả lời đúng ít nhất 16 câu hỏi cho IELTS 5.0 hoặc 20 câu hỏi cho IELTS 5.5;

+ Các câu trả lời đúng chính tả; và

+ Không viết nhiều hơn số từ tối đa cho mỗi câu trả lời.

- Bài thi Đọc đạt điểm 5.0

+ Trả lời đúng ít nhất 15 câu hỏi cho IELTS 5.0 hoặc 20 câu hỏi cho IELTS 5.5;

+ Các câu trả lời đúng chính tả; và

+ Không viết nhiều hơn số từ tối đa cho mỗi câu trả lời.

- Bài thi Viết đạt điểm 5.0

+ Sử dụng từ vựng phù hợp cho cả hai phần;

+ Thể hiện một số khả năng sắp xếp câu trả lời (ví dụ: đoạn văn, từ liên kết);

+ Cố gắng sử dụng một số loại câu phức tạp (ngay cả khi không chính xác);

+ Bao gồm một số chi tiết trong Phần 1 và nêu ý kiến rõ ràng trong Phần 2.

- Bài thi Nói đạt điểm 5.0

+ Thể hiện khả năng nói về cả chủ đề quen thuộc và không quen thuộc;

+ Tạo bài nói đơn giản một cách chính xác và lưu loát;

+ Tránh im lặng lâu;

+ Cố gắng sử dụng cấu trúc phức tạp hơn và cố gắng diễn giải (ngay cả khi không chính xác).

4. Lộ trình học IELTS 5.0 cho người mới bắt đầu¹

“Em là một người mất gốc. Kiến thức tiếng Anh của em còn kém. Vậy liệu em có thể học IELTS không?”

“Bắt đầu học IELTS như thế nào?”

“Em là một người mất gốc. Liệu em có thể đạt được IELTS 4.0-5.0 sau 03 tháng không?”

¹ <https://ise.edu.vn/lo-trinh-hoc-ielts-5-0-cho-nguoi-moi-bat-dau/>

Đây là những câu hỏi trong rất khó để trả lời phụ thuộc rất nhiều vào trình độ hiện tại và quyết tâm của thí sinh mà thời gian chinh phục IELTS 5.0 cũng khác nhau. Những thí sinh bắt đầu từ con số 0 sẽ mất khoảng từ 06 tháng cho đến 01 năm để đạt được mốc điểm này. Còn trong trường hợp, thí sinh đã có nền tảng kiến thức tiếng Anh cơ bản và hiểu biết nhất định về IELTS thì quá trình này có thể rút ngắn chỉ mất từ 03 đến 05 tháng.

Bên cạnh đó, một điều không thể thiếu quyết định thí sinh có thành công hay không? Đó chính là việc có một lộ trình học khoa học, hiệu quả. Kết hợp với việc lựa chọn và sử dụng các tài liệu hữu ích sẽ giúp thí sinh rút ngắn thời gian ôn tập của mình. Để xây dựng ngôi nhà IELTS 5.0, thí sinh cần xây dựng lộ trình học từ:

+ Nền móng: bao gồm ngữ pháp, từ vựng, phát âm để tạo dựng cái gốc tiếng Anh vững chắc nhất.

+ Bức tường trụ cột: xây theo 04 kỹ năng Nghe, Nói, Đọc, và Viết

+ Mái nhà: Khi thí sinh đã xây vững nền móng, luyện tập kỹ năng đạt đến mức độ nhất định sẽ có thể hướng tới mục tiêu IELTS 5.0.

4.1. Khởi động

Đầu tiên, thí sinh cần kiểm tra trình độ tiếng Anh đang ở mức nào. Các website sau giúp đánh giá trình độ tiếng Anh của thí sinh.

<http://test.etest.edu.vn/auth/login>

<http://englishteststore.net/index.php>

<http://www.cambridgeenglish.org/test-your-english/adult-learners/>

<http://www.examenglish.com/leveltest/>

Học các kiến thức nền tảng, cơ bản

Mục tiêu:

- Nắm vững kiến thức cơ bản
- Đạt IELTS 3.5

Thời gian học: 2-3 giờ/ngày, kéo dài trong 2-3 tháng.

Nội dung học: Giai đoạn này, thí sinh chưa vội tìm hiểu về đề thi mà thay vào đó, thí sinh cần tập trung vào 03 mảng chính bao gồm ngữ pháp, từ vựng và phát âm.

Khởi động lộ trình học IELTS 5.0 cho người mới bắt đầu là giai đoạn xây dựng kiến thức nền tảng. Những người mới học IELTS cần phải có đủ kiến thức cơ bản về từ vựng, ngữ pháp và phát âm.

4.1.1. Từ vựng

Nếu thí sinh muốn phát triển đầy đủ 04 kỹ năng thì trước hết phải có vốn từ nhất định. Vì vậy, thí sinh phải có phương pháp và tài liệu học phù hợp để cải thiện từ vựng của bản thân.

Đầu tiên, thí sinh cần có một quyển sổ ghi từ mới và phải thường xuyên ôn tập. Bên cạnh đó, thí sinh cần hiểu rõ mối liên kết giữa các từ với nhau và luyện tập cách phát âm sao cho chuẩn nhất.

Các bài học từ vựng cần lưu ý: Danh từ chính (*key nouns*), Động từ chính (*key verbs*), Tính từ chính (*key adjectives*), Trạng từ chính (*key adverbs*), Cụm động từ (*phrasal verbs*), Từ đa nghĩa (*words with several meanings*), Ẩn dụ và cụm thành ngữ (*Idioms and proverbs*), Cụm tính từ (*adjective phrases*), Cụm động từ (*verb phrases*), Cụm giới từ (*prepositional phrases*)...

Nguồn học liệu:

- Pauline Cullen. (2018). Vocabulary for IELTS. CUP
- Anneli Williams. (2016). Vocabulary for IELTS. Collins Cobuild
- <https://www.bbc.co.uk/learningenglish/>
- <https://learningenglish.voanews.com/>

4.1.2. Ngữ pháp

Kỹ năng này đặc biệt quan trọng trong bài thi Viết và Đọc. Ở giai đoạn đầu, thí sinh chỉ cần học một số điểm ngữ pháp quan trọng thường xuất hiện trong bài thi IELTS. Sau đây là các chủ điểm ngữ pháp mà thí sinh cần nắm chắc:

• Thì hiện tại đơn giản (<i>present simple</i>) • Thì quá khứ đơn (<i>past simple</i>) • Thì hiện tại hoàn thành (<i>present perfect</i>) • Thì quá khứ hoàn thành (<i>past perfect</i>) • Thì tương lai đơn giản (<i>future simple</i>)	• Động từ khuyết thiếu (<i>modal verbs</i>) • Câu tường thuật (<i>statement</i>) • Cụm động từ (<i>verb phrase</i>) • Câu điều kiện (<i>conditional sentences</i>) • Giới từ (<i>prepositions</i>) • Mệnh đề quan hệ (<i>relative clauses</i>)
--	---

• Thì tương lai hoàn thành (<i>future perfect</i>) • Danh từ (<i>nouns</i>) • Mạo từ (<i>articles</i>) • Định lượng từ (<i>quantifiers</i>) • Đại từ (<i>pronouns</i>) • Tính từ (<i>adjectives</i>) • Trạng từ (<i>adverbs</i>) • Câu so sánh (<i>comparisons</i>)	• Câu bị động (<i>passive voice</i>) • Liên kết ý tưởng (<i>connecting ideas</i>) • Vị trí trong một đoạn văn (<i>positioning in paragraph</i>) • Cấu trúc câu (<i>sentence structures</i>) • Câu phức (<i>complex sentences</i>)
--	---

Nguồn học liệu:

- Diana Hopkins & Pauline Cullen. (2016). Grammar for IELTS. CUP
- Raymond Murphy. (2018). Essential Grammar in Use. CUP

4.1.3. Phát âm

Đa số người học IELTS đều luyện bảng phiên âm tiếng Anh IPA (International Phonetic Alphabet chart) để cải thiện kỹ năng phát âm của mình. thí sinh nên kết hợp việc nghe băng và bắt chước nói theo băng, để nắm vững các đặc trưng về phát âm của người bản xứ. Nếu thí sinh kiên trì luyện theo phương pháp này, thí sinh sẽ cải thiện phát âm, trọng âm cũng như ngữ điệu. Bên cạnh đó, một mẹo nhỏ giúp thí sinh phát hiện ra lỗi sai khi học kỹ năng này đó là nhìn vào gương để luyện tập hoặc ghi âm lại giọng nói của mình. Việc làm này hỗ trợ thí sinh so sánh và chỉnh sửa cách phát âm để cải thiện việc nói tiếng Anh tốt hơn.

Nguồn học liệu:

- Helen Ashton & Sarah Shepherd. (2018). Work on your Accent. Collins Cobuild
- <https://www.bbc.co.uk/learningenglish/>
- <https://learningenglish.voanews.com/>

4.2. Tăng tốc-Luyện thi theo từng kỹ năng

Mục tiêu:

- Cải thiện 4 kỹ năng và làm quen với đề thi;
- Đạt IELTS 5.0.

Thời gian học: 2-3 tiếng/ngày, kéo dài 2-3 tháng.

Nội dung học: Luyện các kỹ năng nghe, nói, đọc, viết trong thi IELTS.

Giai đoạn tiếp theo trong lộ trình học IELTS 5.0 cho người mới bắt đầu là luyện tập từng kỹ năng.

4.2.1. Kỹ năng Nói

Nói là một kỹ năng cần thí sinh thường xuyên luyện tập để rèn luyện sự tự tin khi đối mặt với giám khảo nước ngoài. Vì vậy, việc học cùng giáo viên bản xứ sẽ giúp thí sinh tăng khả năng giao tiếp, chỉnh sửa được cách phát âm cũng như cấu trúc câu chưa đúng. Từ đó, bài Nói trở nên trôi chảy, mạch lạc, truyền đạt thông tin rõ ràng và tự nhiên hơn.

Phương pháp học:

Ở giai đoạn này, người mới bắt đầu học nên rèn luyện sự tự tin trong giao tiếp và tập trung vào Phần 1. Các chủ đề thường ra trong Phần 1 là: *Family, Work, Study, Accomodation, Music, Hobbies, Clothes, Internet, Food...* Thí sinh có thể tự học bằng cách ghi âm và nghe lại để cải thiện kỹ năng này.

4.2.2. Kỹ năng Nghe

Nghe cũng là kỹ năng cần sự kiên trì và cố gắng từng ngày của học viên. Bởi lẽ, chỉ có cách nghe và tiếp xúc với nhiều đoạn hội thoại, tình huống tiếng Anh hàng ngày mới giúp thí sinh nhạy bén trong cách nhận biết từ khóa và hiểu được nội dung mà đề bài truyền đạt.

Phương pháp học:

Để luyện Nghe hiệu quả, thí sinh có thể sử dụng các bài Nghe trong các đề thi IELTS để làm quen được với tốc độ của bài Nghe. Ngoài ra, thí sinh có thể nghe thêm tin tức hằng ngày trên các kênh như CNN, News, BBC... hoặc các bài thuyết trình trên TED Talks để tăng khả năng nghe.

4.2.3. Kỹ năng Đọc

Kỹ năng này yêu cầu thí sinh phải trả lời đúng 15 câu thì mới chinh phục được thang điểm 5.0. Vì vậy, thí sinh cần dành thời gian đọc mỗi ngày ít nhất là một bài để luyện sự nhạy bén trong việc tìm từ khóa và nội dung chính của đề.

Phương pháp học:

Trong lộ trình học IELTS 5.0 cho người mới bắt đầu, thí sinh cần tập trung làm các bài thi mẫu để cải thiện kỹ năng Đọc. Ngoài ra, thí sinh cần dành ra 30-45 phút mỗi ngày để đọc báo, tài liệu... bằng tiếng Anh. Điều này hỗ trợ

thí sinh nắm vững dạng đề, các câu hỏi hay xuất hiện và những mẹo nhanh tìm ra câu trả lời chính xác nhất.

4.2.4. Kỹ năng Viết

Muốn kỹ năng này được thành thạo và trôi chảy, thí sinh cần nắm rõ cách dùng từ, ngữ pháp câu phù hợp để cách diễn đạt được tự nhiên nhất có thể. Có như vậy, bài viết sẽ vừa thể hiện đúng nội dung theo ý thí sinh vừa cho thấy lỗi viết và dùng từ chuyên nghiệp.

Phương pháp học:

Đối với kỹ năng này, thí sinh nên luyện tập cùng giáo viên bản xứ để bài viết thật mạch lạc, trôi chảy và tự nhiên. Ngoài ra, thí sinh có thể sử dụng những trang web kiểm tra lỗi bài viết.

Nguồn học liệu:

- Guy Brook-Hart & Vanessa Jakeman. (2015). Complete IELTS Band 4-5. CUP

- Jane Short. (2018). Get Ready for Nghe. Collins Cobuild

- Els Van Geyte. (2018). Get Ready for IELTS Reading. Collins Cobuild

- Rhona Snelling. (2018). Get Ready for IELTS Speaking. Collins Cobuild

- Fiona Aish & Jo Tomlinson. (2018). Get Ready for IELTS Writing. Collins Cobuild

4.3. Về đích -Tập trung giải đề cấp độ IELTS 5.0+

Mục tiêu: Đạt thang điểm IELTS 5.0

Thời gian học: 2-3 tháng.

Nội dung học: Giải đề, ôn luyện

Đây là giai đoạn cuối trong lộ trình học IELTS 5.0 cho thí sinh có trình độ khởi điểm ở mức 0.

+ Kỹ năng Đọc:

- Nắm được các dạng bài thường gặp;
- Rèn luyện kỹ năng đọc lướt để tìm ý chính và đọc nhanh để tìm thông tin cụ thể.

+ Kỹ năng Nghe:

- Luyện các đề thi phổ biến;

- Luyện kỹ năng nghe và chép lại nội dung trong bài nghe và chú ý đến các từ chìa khóa.

+ Kỹ năng Nói:

- Luyện tập hàng ngày
- Tốt nhất là nên luyện nói với bạn, người thân hoặc giảng viên nước ngoài.

+ Kỹ năng Viết:

- Tập viết bài luận về các chủ đề khác nhau
- Làm quen các dạng biểu đồ đường, biểu đồ cột, biểu đồ tròn, bảng biểu, bản đồ, sơ đồ.

Nguồn học liệu:

- Zhang Juan. (2018). Basic IELTS Reading. NXB Tổng hợp Tp. Hồ Chí Minh

- Li Ya Bin. (2018). Basic Nghe. NXB Tổng hợp Tp. Hồ Chí Minh

- Wang Yue Xi. (2018). Basic IELTS Writing. NXB Tổng hợp Tp. Hồ Chí Minh

- Zhang Juan & Alison Wong. (2018). Basic IELTS Reading. NXB Tổng hợp thành phố Hồ Chí Minh

PHẦN II. CÁC DẠNG BÀI THI VÀ HƯỚNG DẪN LÀM BÀI

1. Bài thi Nói

5.7 là số điểm trung bình cho kỹ năng Nói của thí sinh thi tại Việt Nam trong năm 2019 (số liệu chính thức từ <https://www.ielts.org/>). Bên cạnh đó, qua so sánh các tiêu chí chấm điểm bên trên có thể thấy thang điểm 5.0 không phải là một số điểm khó để đạt được. Nếu thí sinh biết cách đầu tư thời gian và công sức ôn luyện, thí sinh hoàn toàn có thể đạt điểm 5.0+ nhanh chóng.

1.1. 10 thủ thuật nói có thể áp dụng cho cả 3 phần thi

✓ *Thủ thuật 1: Đừng cố gắng nhớ tất cả các đáp án*

Trong tất cả các phần, đặc biệt là Phần 1, thí sinh đừng cố gắng học thuộc hết tất cả những đáp án đã chuẩn bị sẵn ở nhà. Việc ghi nhớ ngôn ngữ không giúp giám khảo đánh giá được khả năng ngôn ngữ của thí sinh. Bên cạnh đó, giám khảo có thể biết được rằng câu trả lời của thí sinh là học thuộc hay không. Kết quả là ảnh hưởng tới điểm số cuối cùng của thí sinh.

✓ *Thủ thuật 2: Đừng cố sử dụng những từ ngữ “đao to búa lớn” và không phổ biến*

Nhiều thí sinh muốn thể hiện bản thân trước mặt giám khảo bằng những từ ngữ “đao to búa lớn” trong bài thi Nói. Tuy nhiên, thí sinh nên cân trọng và hạn chế sử dụng những từ bản thân không hiểu hoặc thuộc. Bởi vì những từ ngữ này có thể chỉ được sử dụng trong những ngữ cảnh nhất định khiến thí sinh dễ sử dụng sai, thiếu và ảnh hưởng đến điểm số.

✓ *Thủ thuật 3: Hãy sử dụng đa dạng các cấu trúc ngữ pháp khác nhau*

Hãy cố gắng sử dụng nhiều loại cấu trúc ngữ pháp khác nhau, từ những câu đơn giản đến phức tạp để có thể truyền tải nội dung muốn nói. Trước tiên, thí sinh nên luyện tập sử dụng thành thạo không bị lẫn lộn các thì hiện tại, quá khứ và tương lai. Cách tốt nhất để có thể biết và sửa lỗi của bản thân bằng cách ghi âm và nghe lại. Bên cạnh đó, việc luyện nói tiếng Anh với bạn bè cũng là một phương án tốt.

✓ *Thủ thuật 4: Đừng lo lắng về giọng nói của mình*

Trong bài thi Nói, giám khảo sẽ nghe toàn bộ câu trả lời của thí sinh nên có thể hiểu được những gì thí sinh nói. Nếu thí sinh có thể giao tiếp ổn thì không có gì phải lo lắng.

✓ *Thủ thuật 5: Đừng im lặng khi suy nghĩ*

Việc dừng lại để suy nghĩ không có hại gì. Nhưng trước khi im lặng, hãy để giám khảo biết điều này bằng những mẫu câu như:

- That's an interesting question.
- I have never thought about that, but...
- Let me see.
- That's a good point.
- That's a difficult question, but I'll try and answer it.
- Well, some people say that is the case, however, I think...
- Let me think about that for a minute.

Điều này sẽ giúp phần thi của thí sinh bớt không khí căng thẳng.

✓ *Thủ thuật 6: Hạn chế sử dụng những từ ngữ đệm*

Thông thường, những từ ngữ này sẽ được sử dụng khi thí sinh không biết phải nói gì. Nhưng nếu lạm dụng chúng quá mức sẽ khiến cho bài Nói trở nên cứng nhắc và giám khảo sẽ nhận thấy thí sinh không thể tiếp cận được ngôn ngữ hoặc ý tưởng để trả lời câu hỏi. Vì vậy, thí sinh hãy sử dụng một cách vừa phải và nói một cách tự nhiên. Những từ đệm mà thí sinh nên hạn chế sử dụng: like, you know, uhm, ahh, eh, well, yeah.

✓ *Thủ thuật 7: Mở rộng, phát triển câu trả lời*

Hãy cố gắng trả lời đầy đủ nhất có thể câu hỏi của giám khảo. Mở rộng câu trả lời và đừng đợi giám khảo nhắc bằng những câu hỏi bổ sung. Khi câu trả lời của thí sinh ngắn sẽ làm cho giám khảo thấy rằng thí sinh không thể nói chi tiết về chủ đề này. Câu hỏi “*Tại sao? (Why?)*” là một sự nhắc khéo để thí sinh đưa ra một lý do đầy đủ và mở rộng hơn.

✓ *Thủ thuật 8: Mỉm cười có thể cải thiện phát âm của thí sinh*

Mỉm cười giúp làm dịu thần kinh của thí sinh để từ đó cải thiện phát âm. Hãy đảm bảo phát âm rõ ràng, mở miệng đủ rộng để âm thanh được phát ra rõ ràng. Khi cười, miệng sẽ to hơn và giọng nói sẽ thân thiện hơn rất nhiều. Nhờ

đó giúp cho phát âm và giọng của thí sinh rõ ràng hơn để giám khảo có thể dễ dàng nhận biết và đánh giá khả năng của thí sinh.

✓ *Thủ thuật 9: Đừng nói mà không có ngữ điệu*

Đôi khi những căng thẳng, lo lắng hoặc việc quá tập trung vào ngữ pháp và nội dung bài Nói sẽ làm thí sinh quên mất ngữ điệu của mình và khiến cho câu trả lời trở nên đều đều. Điều này sẽ khiến giám khảo khó khăn trong việc xác định nội dung quan trọng được truyền tải. Vì vậy, hãy nhấn mạnh ở những từ quan trọng và đặc biệt là dừng lại một chút trong các phần của bài trình bày. Như vậy, phần nói của thí sinh sẽ trở nên tự nhiên, hấp dẫn hơn. Thêm vào đó, thí sinh có thể sử dụng nét mặt, cử chỉ, điệu bộ để phần thi không bị nhàm chán.

✓ *Thủ thuật 10: Thực hành với những chủ đề phổ biến*

Phần 2 của bài thi Nói, yêu cầu thí sinh phải nói một chủ đề được cho trong 01-02 phút. Việc luyện tập những chủ đề phổ biến (như gia đình, bạn bè, đồng nghiệp, v.v) sẽ giúp cải thiện và bổ sung thêm vào kho từ vựng liên quan đến từng chủ đề.

1.2. Gợi ý trả lời Phần 1

Khi trả lời Phần 1, thí sinh hãy nhớ công thức A.R.E.A. Trong đó:

A-Answer: Đưa ra câu trả lời

R-Reason: Đưa ra lý do cho câu trả lời

E-Example: Đưa ra ví dụ cụ thể

A-Alternatives: Có thể đưa ra ý kiến phản bác cho câu hỏi

- *Câu hỏi liên quan đến ‘Thích’ hoặc ‘Không thích’ (Like/Dislike questions)*

VD: “*Is there anything you don’t like about your hometown?*”

Đối với dạng câu hỏi này, điều quan trọng nhất mà thí sinh cần tránh là sử dụng những từ ngữ đơn giản như: like, dislike, love, hate, ... Thí sinh có thể thay thế bằng những từ sau:

Like

- I’m (fairly/pretty) keen on...
- I’m (quite/pretty) fond of...
- I’m (quite) a big fan of...
- I’m (quite) partial to...
- I’m (quite) passionate about...

Dislike

- I’m not really that fond of...
- I’m not much of a fan of...
- I totally detest...
- I really can’t stand...
- I absolutely loathe...

- I'm (quite) enthusiastic about...
- I'm (really) into...
- I'm (totally) mad about...
- I (simply) adore...

Để đạt điểm 5.0+, thí sinh cũng có thể áp dụng cấu trúc câu trả lời như sau:

Những cụm từ bắt đầu câu thông dụng	Sử dụng từ liên quan đến thích/ghét	Cụ thể hóa câu trả lời	Đưa ra lý do tại sao thích/ghét	Mở rộng thêm ý
• Well in general, I would say that... • Actually, I suppose that... • For the most part, I'd probably say that... • Well, to be honest, I should say that... • Of course, I think I'd have to say that... • Certainly I would definitely say that... • Well, I guess that generally	Sử dụng những cụm từ tương tự like/dislike bên trên	• ...but in particular... = ...particularly • ...to be more precise... • ...to be more specific... = ...specifically • ...to be more exact... • ...to be more accurate...	• And I guess this is probably because... • This could/might be because... • This is due to the fact that... • I suppose the reason has something to do with the fact that...	• As well as this... • To add to this... • In addition to this...

speaking, I would certainly say that...				
--	--	--	--	--

Ví dụ (câu trả lời đầy đủ): **Of course, I think I have to say that I'm not so keen on** the weather in my hometown. *To be more precise*, I really can't stand the summer months. *This is due to the fact that* the temperatures can get as high as 40 degrees so it can be quite uncomfortable if you don't have air conditioning in your house. **In addition to this**, I'm not really fond of the public transport system. And I guess this is probably because (reason) the buses are too old and the seats are really hard, so long journeys are usually pretty bumpy.

- Câu hỏi liên quan đến miêu tả cơ bản (Basic description questions)

VD: “*Tell me about your hometown.*”

Khi gặp những câu hỏi này, thí sinh hãy nhớ rằng, giám khảo KHÔNG đặt ra câu hỏi đó để biết thêm thông tin về quê hương của thí sinh. Thực chất, họ đang kiểm tra khả năng miêu tả về quê hương và sử dụng các từ vựng liên quan của thí sinh. Thí sinh sẽ không đạt được điểm cao nếu chỉ tập trung trả lời những ý chính như:

- + Câu trả lời quá ngắn và trực tiếp;
- + Không sử dụng từ nối (*linking words*), cụm từ (*phrases*), thành ngữ (*idioms*); hoặc
- + Từ vựng, ngữ pháp, cấu trúc câu quá đơn giản

Để đạt điểm 5.0, thí sinh có thể sử dụng một số cấu trúc câu trả lời như sau:

Cấu trúc	Ví dụ	Câu trả lời tham khảo
Bắt đầu câu	• OK then... • Right, ok... • Alright... • Well... • Well, you know... • Well first of all... • Actually...	<u>As you can probably guess</u> , I come from Hanoi and I have lived here all my life, although at the moment I'm studying in another city.

Cấu trúc	Ví dụ	Câu trả lời tham khảo
Diễn đạt ý 1	• The first thing I should mention is that... • The point I'd like to begin with is that... • I could start off by saying that... • My initial point would be that... • I need to start off by pointing out that... • The main thing you need to know is that... • I suppose I should begin by highlighting the fact that... • You may (or may not) be aware that in fact... • I really need to kick off with the point that...	I suppose if I had to describe Hanoi, <u>the first thing I would say is</u> that it's absolutely enormous, maybe even one of the biggest cities in South East Asia I guess. It's so big in fact that even the locals have problems finding their way around.
Diễn đạt ý 2	• Another point which I could add is that... • A second feature which I should mention is that... • As well as that, I could say that... • On top of that I can also add that... • Also, I suppose I should say that...	<u>Another significant characteristic</u> is that it offers examples of both classical and contemporary architecture. Actually some of Vietnam's most renowned landmarks are "slapbang" in the middle of Hanoi.
Diễn đạt ý 3	• In addition to what I've just said, I can add that... • Something else that I need to comment on is that... • I guess I could also remark on the fact that...	

- Câu hỏi liên quan đến 'Kiểu loại, hình thái' ('Types of' questions)

VD: *Tell me about the different/What types of public transport in your city?*

Tùy theo mục tiêu điểm, thí sinh có thể trả lời câu hỏi trên theo cấu trúc như sau:

Cấu trúc	Ví dụ	Câu trả lời tham khảo
Bắt đầu câu	• Well actually... • Of course, you know... • Sure, obviously... • Of course, it goes without saying... • OK, certainly...	<u>Of course, it goes without saying that</u> there's quite a mixed variety of public transport in my city.
Bao hàm/Tổng hợp	• ...there's a mixed variety of... • ...there's an extensive diversity of... • ...there's a wide range of... • ...there's a diverse mixture... • ...there's a broad range of...	Of course, it goes without saying that <u>there's quite a mixed variety</u> of public transport in my city.
Diễn đạt ý 1	• But I guess...would probably be... • However, I suppose...could possibly be... • Though I think...would potentially be... • Yet I imagine...may well be... • Still, I suspect that...could perhaps be...	<u>Though I think</u> the most commonly-used <u>would potentially</u> be buses.
Thông tin chi tiết	• The thing with...is that... • I assume...are so...because... • The point I want to add about... is that... • And what you have to realize with... is that...	<u>And the explanation for this could be that</u> they are so cheap and reliable. The average bus fare in my city is about one yuan for a

Cấu trúc	Ví dụ	Câu trả lời tham khảo
	• And the explanation for this could be that... • And the basis of this is that..	single journey.
Diễn đạt ý 2	• Besides... • As well as ... • In addition to ... • Another kind of ... would be... • Another form of...worth mentioning could be... • A second variety of...would be sth like... • A subsequent category would be sth like...	As well as buses, <u>a second variety</u> of public transport <u>would be</u> something like taxis.
Thông tin chi tiết	• And the main characteristic of ... is that... • And the unique aspect of ... is that... • And one exceptional aspect with ...is that...	<u>And one exceptional aspect with taxis is that</u> they are certainly the quickest way to get around town. So if you're in a hurry then taxis are the best bet (= the best choice).
Kết thúc câu	• And of course there's the usual things like... • And obviously you can also find things like... • Likewise, as might be expected, there are things like... • And naturally, there are things like...	<u>Likewise, as might be expected, there's things like</u> ferries, motorcycle taxis and trains, although these are not as widely-used as the first two that I mentioned.

- Câu hỏi lấy thông tin ('Wh-' questions)

Với một số câu hỏi như: "*Who do you spend your weekends with?*", "*When do you listen to music?*", thí sinh thường gặp phải vấn đề là họ trả lời

quá “cụt lủn”, ví dụ như: “*In the evenings before I sleep.*”, “*Once/Twice/... a week.*”, “*With my parents or my friends.*”, ...

Rõ ràng đó không phải là câu trả lời đạt điểm cao. Bí quyết cho câu hỏi này là thí sinh cần trả lời từ 2-3 câu khác nhau về what, where, how often... Thí sinh nên sử dụng cấu trúc “*it depends*” để tạo ra một tương quan đối lập (*situational contrast*) trong câu trả lời.

Sau đây là một số gợi ý trả lời cho câu hỏi dạng này:

Cấu trúc	Ví dụ	Câu trả lời tham khảo
Bắt đầu câu	• Well to be honest... • Well in truth... • Actually to be fair... • Well in all fairness... • In actual fact... • In fact, in all honesty...	Well <u>to be honest</u> , I think I would have to say that it really depends.
Cụm từ với ‘pepends’	• ...I think I would have to say that it really depends. • ...I suppose I would have to maintain that it kind of depends really... • ...I imagine that it would depend on the situation. • ...I guess my answer would be determined by different conditions.	Well to be honest, <u>I think I would have to say that it really depends.</u>
Diễn đạt ý	• Like for instance... • More precisely like... • Like more specifically... • Like, to be more direct... • You know like, to be exact...	<u>Like for instance</u> , if I have the money, then it, quite possible that I will watch a movie in the cinema, two or three times a month. You know cinema tickets are pretty pricey in China.
2 tình huống/hoàn	• If... then I will most likely...	Like for instance, if I have money, <u>then it's quite</u>

Cấu trúc	Ví dụ	Câu trả lời tham khảo
cảnh khác nhau	• If... then it's quite possible than I will... • If... then as a consequence I will probably... • If... then I guess it, quite likely that I will	<u>possible that</u> I will watch a movie in the cinema, two or three times a month. You know cinema tickets are pretty pricey in China.
So sánh	• Whereas in contrast... • Though, at the same time... • Whereas on the other hand... • While, oppositely...	<u>Whereas in contrast</u> , if I'm broke, it, more likely that I watch movies at home on TV. You probably know that DVDs are quite cheap here, especially compared to the price of a cinema ticket.

- Câu hỏi 'Có/Không' ('Yes/No' questions)

VD: "Is healthy eating important?"

Với những này, thí sinh cũng gặp vấn đề tương tự như với dạng câu 'Wh-': trả lời thẳng vào 'Có' hoặc 'Không' rồi sau đó triển khai thêm một số ý. Cách trả lời đó không sai, nhưng không gây ấn tượng với các giám khảo với cấu trúc câu quá đơn giản, đại trà. Do đó, hãy trả lời cả 'Có' và 'Không'. Cách trả lời "nước đôi" như vậy giúp thí sinh có thêm "đất diễn" để trình bày được nhiều cấu trúc câu phức tạp và từ vựng phong phú hơn.

Cấu trúc	Ví dụ	Câu trả lời tham khảo
Bắt đầu câu	• Well in actual fact, if I think about it, I guess that in many ways... • OK, well in reality, I suppose that to some extent... • Alright, I guess that on the one hand... • Well certainly in some ways...	<u>Well in actual fact if I think about it I guess that</u> in many ways its fairly important especially when you consider that a healthy diet can help to prevent a variety of diseases and health problems such as diabetes and obesity.

Nói/Chuyển ý với ‘Yes’	• ...especially when you consider that... • ...particularly if you think about the point that... • ...especially with regard to the point that... • ...and this is definitely the case with...	Well in actual fact, if I think about it, I guess that in many ways it, fairly important; <u>especially when you consider that</u> a healthy diet can help A prevent a variety of diseases and health problems such as diabetes and obesity.
Nói/Chuyển ý với ‘No’	• But you also have to understand that... • At the same time you could say that..	<u>But you also have to understand that</u> eating unhealthy food in moderation is not overly harmful. In fact unhealthy food is often tastier than healthy food so I guess it’s fine to eat a little junk food now and then.
Kết thúc câu	• So all in all I guess my answer would have to be yes and no. • So on the whole I suppose the answer has to be yes and no. • So all things considered I guess the answer is both yes and no. • So in the main, I suppose the answer is probably yes and no.	<u>So all in all I guess my answer would have to be yes and no.</u>

- Câu hỏi với ‘Would’ (‘Would’ questions)

VD: “*What would you like to change about your city?*”

Đối với phần lớn các câu hỏi với “Would”, thí sinh nên sử dụng Câu điều kiện loại 2 để trả lời:

If + past simple + would/could/might + infinitive verb

VD: Well, to be quite honest with you, I don't think I've ever thought about that. But I guess, if I had a chance I would consider to move to another place someday.

Bên cạnh đó, hãy thêm cả những cấu trúc câu phủ định để câu trả lời đa dạng hơn. Tuy nhiên, hãy tránh trả lời kiểu như “I never thought about it”, thay vào đó thí sinh có thể dùng:

- Well, quite honestly I don't think ever thought about that, but I guess...
- Actually, this isn't something that I've ever considered, but in short...
- I'm not really sure how to put this, but I suppose generally speaking...

VD: “*What would you like to change about your city?*”

→ Well, to be quite honest with you, I don't think I've ever thought about that. But I guess, if I had a chance I would choose to upgrade our public transport system. This is because I want to solve traffic congestion in big cities like Hanoi or Ho Chi Minh by encouraging more people to take public transportation.

1.3. Gợi ý trả lời Phần 2

Trong phần này, giám khảo sẽ đưa cho thí sinh 01 thẻ (*cue card*) trong đó bao gồm câu hỏi và gợi ý để thí sinh dựa vào. Thí sinh sẽ có 01 phút để chuẩn bị và 01-02 phút để trình bày.

Thí sinh nên tận dụng hiệu quả 01 phút chuẩn bị. Hãy nói về những gì thí sinh cảm thấy thoải mái nhất. Nếu thí sinh không cảm thấy quen khi trả lời theo các gợi ý thì hãy trả lời theo ý của mình.

Thí sinh cần viết 05 ý dưới đây vào tờ giấy được cung cấp để chuẩn bị bài Nói của mình:

- + Giới thiệu (*introduction*)
- + Quá khứ (*past*)
- + Miêu tả (*description*)
- + Ý kiến (*opinion*)
- + Tương lai (*future*)

1.3.1. Giới thiệu

Một mở bài mang tính “nghiêm túc” là điều không cần thiết. Thí sinh vẫn có thể đi thẳng vào câu trả lời bằng cách sử dụng các cấu trúc như: *I would love*

to talk about.../ I prefer talking about...because... Sau khi giới thiệu bài nói của mình thí sinh cũng nên đưa thêm một chút thông tin cơ bản (*background information*).

1.3.2. Quá khứ

Trong phần này, thí sinh sẽ trình bày thêm những kinh nghiệm, trải nghiệm, có thể là những gì đã chứng kiến, v.v... có liên quan đến chủ đề của bài Nói. Để chuyển hướng bài Nói về một sự kiện trong quá khứ một cách trôi chảy, thí sinh có thể sử dụng các từ như “*anyhow*” hoặc một số cấu trúc thì quá khứ như: quá khứ đơn giản (*simple past*), quá khứ tiếp diễn (*past continuous*), quá khứ hoàn thành (*past perfect*) và các cấu trúc với ‘*could, must, should, might, + have + P₂, used to + verb infinitive, would + verb infinitive*.

1.3.3. Miêu tả

Thí sinh có thể bắt đầu bài Nói của mình bằng câu: “*So let me tell you about (X) in a little more detail.*” Từ đó thí sinh có thể bắt đầu thỏa thích thể hiện khả năng sử dụng từ vựng, ngữ pháp, ngữ đồng vị và thành ngữ. thí sinh nên nhớ, nhìn chung trong phần thi Nói, giám khảo chấm IELTS sẽ đánh giá tất cả các kỹ năng bao gồm: phát âm, ngữ pháp, từ vựng, khả năng trôi chảy, độ mạch lạc của bài Nói. Tuy nhiên trong phần 2 này, có hai kỹ năng sẽ được tập trung chấm điểm nhiều nhất, đó chính là độ trôi chảy (*fluency*) và tính mạch lạc (*coherence*).

1.3.4. Ý kiến

Sau khi hoàn thành xong các nội dung được yêu cầu, thí sinh cũng có thể mở rộng câu trả lời của mình bằng cách nói: “*If you ask me/In my view/I would say + (ý kiến về chủ đề được giao)*”. Ý kiến, quan điểm cũng có thể bao gồm cả cảm xúc (*feelings*) và suy nghĩ (*thoughts*).

1.3.5. Tương lai

Thí sinh nên sử dụng ít nhất 03 thì khác nhau trong bài Nói để chứng tỏ khả năng sử dụng ngữ pháp linh hoạt. Để bàn về tương lai, thí sinh có thể sử dụng cụm: ‘*With regards to the future...*’ kết hợp với một số cấu trúc thì tương lai như: *be going to + verb infinitive, will/won't + verb infinitive* hoặc thì hiện tại tiếp diễn để nói về các kế hoạch, lịch trình cụ thể.

Để đạt được điểm 5.0, thí sinh cần đáp ứng những yêu cầu của phần thi này. Cụ thể:

- + Nói liên tục về chủ đề trong vòng ít nhất 01 phút;
- + Trả lời hết các câu hỏi phụ;
- + Sử dụng những cấu trúc đơn giản, có câu phức nhưng không cần quá nhiều;
- + Có thể có lỗi sai về ngữ pháp, nhưng hạn chế những lỗi gây khó hiểu, ví dụ như câu thiếu động từ chính, sự sắp xếp các thành phần câu không chính xác;
- + Sử dụng từ vựng cơ bản, có cố gắng trong việc diễn đạt các ý theo nhiều cách;
- + Nói câu đơn một cách lưu loát, có áp dụng, lặp từ nhưng không quá thường xuyên;
- + Có cố gắng trong việc thể hiện các đặc trưng phát âm, tuy nhiên vẫn còn nhiều từ bị phát âm sai.

Dưới đây là một số ví dụ về 04 nhóm chủ đề thường gặp trong Phần 2.

1.3.5.1. *Miêu tả trải nghiệm (Describe an experience)*

Thông thường, đối với nhóm chủ đề này, có những phần mà thí sinh luôn luôn phải nhắc đến đó là:

- + *Trải nghiệm đó là gì?*
- + *Trải nghiệm đó xảy ra vào lúc nào?*
- + *Thí sinh cảm thấy như thế nào về trải nghiệm đó?*

Khi trả lời, thí sinh nên tập trung đi thẳng vào trải nghiệm mà mình muốn nói và có thể bắt đầu bài Nói của mình bằng câu: *'I'm going to talk about a time when I ...'* Tiếp theo đó, thí sinh nối tiếp bằng việc miêu tả trải nghiệm đó xảy ra vào khi nào: *'It was (thời gian) ago' / 'It happened on/ in ...'* Sau đó tùy theo những câu hỏi phụ đưa ra mà thí sinh đưa ra câu trả lời trực tiếp cho những câu hỏi đó. Thí sinh không nên nói vòng vo hoặc nói về việc khác vì có thể dẫn đến lạc đề hoặc kết thúc thời gian nói mà chưa giải quyết được những câu hỏi phụ đi kèm.

Với chủ đề trải nghiệm, thí sinh nên sử dụng thì quá khứ ở hầu hết các câu nói vì các trải nghiệm thường đã xảy ra rồi.

Ví dụ:

You will have to talk about the topic for one or two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

Describe an occasion when you had to wait a long time for someone or something to arrive.

You should say:

who or what you were waiting for

how long you had to wait

why you had to wait a long time

and explain how you felt about waiting a long time.

Chủ đề trên yêu cầu thí sinh mô tả về một thời điểm mà thí sinh phải đợi ai đó hoặc thứ gì đó tới trong một thời gian dài. Những câu hỏi phụ bao gồm:

+ *Chờ ai hoặc chờ cái gì.*

+ *Chờ trong bao lâu.*

+ *Tại sao phải chờ lâu và*

+ *Cảm giác như thế nào khi phải chờ đợi trong khoảng thời gian dài.*

Câu trả lời gợi ý đạt thang điểm 5.0: *I'm going to talk about a time when I had to wait for my dad to come home. I had to wait for 3 hours at the airport because his flight was delayed. The weather was so bad. And the plane could not take off on time. I felt so nervous and worried while I was waiting for my dad. I was afraid that something bad would happen and he could not be home with us. But thankfully, my dad came out from the arriving gate and we came home together. I was so happy.*

1.3.5.2. Miêu tả người (Describe a person)

Thông thường, đối với nhóm chủ đề này, có những phần thí sinh luôn phải nhắc đến là:

+ *Người đó là ai*

+ *Người này là một người như thế nào*

+ *Giải thích tại sao người đó lại... (tùy theo chủ đề)*

Khi trả lời, thí sinh nên bắt đầu bằng: *I'm going to talk about... (người mà thí sinh muốn mô tả) who ... (một điểm đặc biệt của người đó: mối quan hệ với thí sinh, nghề nghiệp, điểm đáng chú ý...)*

Khi mô tả về người, thí sinh nên sử dụng thì hiện tại đơn giản để nói. Ngoài ra, thí sinh cần sử dụng một số tính từ miêu tả về hình dáng, tính cách... và một số danh từ chỉ nghề nghiệp vì đây luôn là những điểm cần thiết khi mô tả về một người nào đó.

Ví dụ:

You will have to talk about the topic for one or two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

Describe a child that you know.

You should say:

who this child is and how often you see him or her

how old this child is

what he or she is like

and explain what you feel about this child.

Chủ đề trên yêu cầu thí sinh mô tả về một đứa trẻ mà thí sinh biết. Những câu hỏi phụ bao gồm:

+ Đứa trẻ này là ai và mức độ thường xuyên mà thí sinh gặp đứa trẻ này?

+ Đứa trẻ này bao nhiêu tuổi.

+ Đứa trẻ này có tính cách như thế nào và

+ Thí sinh cảm nhận như thế nào về đứa trẻ này.

Câu trả lời gợi ý đạt thang điểm 5.0: *I'm going to talk about Tom, who is my neighbor's son. He comes to my house every day to play with my younger sister. He is 9 years old. He is kind, friendly and helpful. He often helps me feed the dogs. I really like this child. I consider him my younger brother because I see him every day and he is very close to my family. Whenever I have money, I often buy sweets for him and my sister. I hope that he and my sister will be best friends forever.*

1.3.5.3. Miêu tả nơi chốn (Describe places)

Chủ đề này yêu cầu thí sinh mô tả một địa điểm (đáng nhớ, đã từng thăm quan, muốn tới trong tương lai, một địa điểm cụ thể...) và thông thường, sẽ có những điểm mà thí sinh luôn phải trả lời:

- + *Địa điểm đó là gì?*
- + *Địa điểm đó ở đâu?*
- + *Thí sinh cảm nhận như thế nào về địa điểm đó?*

Đối với chủ đề này, thì của động từ (hiện tại đơn giản, quá khứ đơn giản, hiện tại hoàn thành hay thậm chí là tương lai đơn giản) phụ thuộc vào thời điểm mà chủ đề đưa ra. Thí sinh có thể bắt đầu phần trả lời bằng câu: *'I'm going to talk about (địa điểm) that I ... (cảm nhận chung của người nói về địa điểm đó)'*

Ngoài ra, thí sinh có thể học một số từ vựng chỉ vị trí như: *'... is located/situated in (toạ lạc ở đâu), city center (trung tâm thành phố), suburb (ngoại ô), rural area (vùng nông thôn), East-West-South-North (Đông-Tây-Nam-Bắc).*

Ví dụ:

You will have to talk about the topic for one or two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

Describe a restaurant that you enjoyed going to.

You should say:

where the restaurant was

why you choose this restaurant

what type of food you ate in this restaurant and

and explain why enjoyed eating in this restaurant.

Chủ đề này yêu cầu thí sinh mô tả về một nhà hàng mà thí sinh yêu thích. Những câu hỏi phụ bao gồm:

- + *Nhà hàng này nằm ở đâu.*
- + *Tại sao thí sinh chọn nhà hàng này.*
- + *Thí sinh thường ăn gì ở nhà hàng này và.*
- + *Tại sao thí sinh thích tới nhà hàng này để dùng bữa.*

Câu trả lời gợi ý đạt thang điểm 5.0: *I'm going to talk about King BBQ Restaurant, which I really enjoy to go to. The restaurant is located on Hoang Hoa Tham Street. It's in the city center. I chose this restaurant because it is close to my house and the food is good. It only takes me 15 minutes to go to the restaurant. This is a buffet restaurant so there are many different kinds of food to choose. But I often eat beef, seafood, kimchi, soup and ice cream. I enjoyed eating in this restaurant because the food is delicious and the staffs are so nice and friendly. They make me feel like I'm eating at home.*

1.3.5.4. Miêu tả học hành hay công việc (Describe work or study)

Chủ đề này yêu cầu thí sinh miêu tả về những khía cạnh liên quan tới công việc/học tập (công việc mong muốn, môi trường làm việc lý tưởng, môn học yêu thích, ...). Thông thường, sẽ có một số câu hỏi thí sinh thường phải làm rõ trong chủ đề này:

+ Công việc/học tập đó là gì?

+ Tại sao thí sinh thích/ không thích công việc/học tập?

Đối với nhóm chủ đề này, thí sinh cần sử dụng một số từ vựng về nghề nghiệp và học tập để có thể trả lời một cách dễ dàng hơn. Thi của động từ thường được sử dụng cho nhóm chủ đề này là thi hiện tại đơn giản hoặc tương lai đơn giản.

Với dạng thức chủ đề này, đôi khi, thí sinh không có đủ kiến thức và từ vựng để trả lời chủ đề theo trải nghiệm thực của thí sinh. Ví dụ: Đề bài yêu cầu thí sinh mô tả về nghề nghiệp tương lai mà mình mong muốn. Thực tế, thí sinh muốn trở thành phi hành gia nhưng không biết từ phi hành gia trong tiếng Anh là gì và thí sinh hoàn toàn không có từ vựng về chủ đề thiên văn học để nói. Trong trường hợp này, thí sinh không nên trả lời theo thực tế mà có thể tự suy nghĩ ra một câu trả lời tuy trái với thực tế nhưng lại gần gũi để nói. Ví dụ: Thí sinh có thể chọn cách dễ hơn là trả lời muốn trở thành giáo viên hay bác sĩ vì đây là những công việc gần gũi, thí sinh hiểu rõ và từ vựng cũng quen thuộc hơn. Điều này sẽ giúp thí sinh có câu trả lời suôn sẻ hơn và không va vấp quá nhiều khi nói.

Ví dụ:

You will have to talk about the topic for one or two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

Describe your dream job.

You should say:

what the job would be

what the pay and conditions would be like

what kind of place you would work in

and explain why you would like to do this job.

Chủ đề trên yêu cầu thí sinh mô tả về công việc mơ ước. Những câu hỏi phụ bao gồm:

+ Công việc đó là gì.

+ Mức lương và điều kiện công việc sẽ như thế nào.

+ Thí sinh muốn làm việc trong một nơi như thế nào và

+ Tại sao thí sinh thích làm công việc đó.

Câu trả lời gợi ý đạt thang điểm 5.0: *I wish to become an English teacher. I think my salary will be not very high. It's enough for me to pay for my living. The working conditions will be acceptable. It's not very modern and comfortable. I want to work for a public secondary school in my hometown. It is a small school and there are about 300 students. I want to work there because I want to help the children in my hometown to study English better. Having a good English skills help them get good jobs in the future. Three years ago, I had a chance to work as a volunteer English teacher and I really love this job.*

1.4. Gợi ý trả lời Phần 3

Trong Phần 3, thí sinh sẽ được giám khảo hỏi những câu hỏi có liên quan đến chủ đề của Phần 2. Thí sinh sẽ được giám khảo yêu cầu thảo luận ý kiến và vấn đề chuyên sâu, mở rộng hơn. Cuộc đối thoại này gọi là phỏng vấn dài, thời gian khoảng 4-5 phút.

Việc tiếp cận câu hỏi và hiểu câu hỏi ở Phần 3 là rất khó. Để tránh trường hợp bị bí khi trả lời hoặc chỉ trả lời được từ 1 đến 2 câu, tốt nhất thí sinh áp dụng cấu trúc trả lời 3 bước:

A: Trả lời (*answer*) ~ Đưa ra câu trả lời trực tiếp.

E: Giải thích (*explain*) ~ Đưa ra lời giải thích.

E: Ví dụ (*example*) ~ Hãy kết thúc phần trả lời của mình bằng một ví dụ cụ thể.

Ví dụ: Do you think there are too many game shows on TV nowadays?

Gợi ý câu trả lời:

+ Bước 1. Trả lời: *Yes, there are far too many game shows on TV for my liking.*

- Bước 2. Giải thích: *I suppose the channels show these programmes because they are popular, and they must be very profitable.*

- Bước 3. Ví dụ: *A good example is 'Who wants to be a millionaire?', which has been sold to TV channels across the world.*

Với cách trả lời như thế này thí sinh sẽ đảm bảo được 3 yếu tố:

- Câu trả lời có nội dung đầy đủ, thuyết phục, không quá dài, quá ngắn.
- Cấu trúc câu trả lời chặt chẽ, phù hợp;
- Giảm thiểu áp lực khi đối mặt với phần thi này.

Một số ví dụ gợi ý:

+ How important is customer service for you?

(Answer) *Customer service is really important for me because I like to feel welcome and valued as a customer. (Explain) If companies want us to use their products or services, I believe they should treat us well and therefore encourage us to return. (Example) For example, I have a favourite cafe where I like to go, and the friendly staff are the main reason that I've become a loyal customer.*

+ What can companies do to improve their customer service?

(Answer) *I think managers need to train their employees to deliver great customer service. (Explain) There are lots of things that staff members can do, such as ensuring that customers are greeted in the right way, their problems are handled quickly, and they are asked for feedback. (Example) For example, the staff in my favourite cafe greet customers as soon as they come through the door, and they always check that we are happy before we leave.*

+ Why do you think employees sometimes don't provide good customer service?

(Answer) *When employees' treatment of customers isn't good, I think it's usually because they are unhappy doing their jobs. (Explain) This might be because they are treated badly by their managers, or because they haven't been encouraged to take pride in their work. (Example) I remember in my first ever job, for example, I didn't like the work that I was given, and so I probably wasn't as thoughtful or attentive as I should have been when I had to speak to customers.*

+ Do you think that it's better to have clear aims for the future, or is it best to take each day as it comes?

(Answer) *I think it's best to have a good idea of what you want to do with your life, especially in terms of studies and career. (Explain) Having aims allows you to plan what you need to do today and tomorrow in order to achieve longer-term objectives. (Example) For example, if you want to become a doctor, you need to choose the right subjects at school, get the right exam results, and work hard at university.*

1.4.1. Thí sinh làm gì nếu không hiểu câu hỏi trong Phần 3

Đôi khi nếu thí sinh rõ câu hỏi mà giám khảo đưa ra, thí sinh chỉ cần yêu cầu giám khảo nhắc lại câu hỏi. Thậm chí, khi thí sinh thực sự không hiểu nghĩa của một vài từ trong câu hỏi, thí sinh cũng có thể đề nghị giám khảo giải thích cho thí sinh hiểu. Tuy nhiên, thí sinh không nên lạm dụng cách này.

Câu trúc chữa cháy:

"I don't know a lot about this topic, but if I had to guess I would say...."

"I don't really know much about this topic, but if I had to guess I would have to say that...."

1.4.2. Thí sinh sẽ làm gì nếu cần thêm thời gian để nghĩ?

Những câu hỏi trong Phần 3 được thiết kế để kiểm tra khả năng sử dụng ngôn ngữ hoặc về một vài mảng kiến thức xã hội của thí sinh liên quan đến một vài chủ đề nào đó. Thế nên, giám khảo không mong đợi những câu trả lời nhanh chóng trong chốc lát, do đó, thí sinh cũng có thể dùng một vài từ hay

cụm từ giúp kéo dài thời gian quy nghĩ. Điều quan trọng nhất là thí sinh đừng sử dụng quá nhiều các cụm từ này.

Ví dụ:

That's a difficult question, let me think for a second.

That's a very interesting question, let me think.

It's very difficult to know exactly, but I think/but I believe/perhaps....

It's difficult to say, I think....

I don't really know for sure, but I would say....

1.4.3. Cách trả lời câu hỏi trong Phần 3 (Cách mở rộng, phát triển câu trả lời)

Ở Phần 3, giám khảo sẽ chủ yếu hỏi thí sinh về những suy nghĩ thông thường về vấn đề nào đó hoặc yêu cầu thí sinh nêu ra mặt tích cực và tiêu cực của vấn đề đó, đầu là những khó khăn và đưa ra phương hướng giải quyết, hoặc dạng câu hỏi đại loại như yêu cầu thí sinh nói về sự thay đổi của vấn đề nào đó từ ngày nay so với trước đây như thế nào, hay vấn đề này sẽ thay đổi trong tương lai không....

Sẽ không có giới hạn số lượng từ mà thí sinh phải dùng trong Phần 3, nhưng nội dung câu trả lời sẽ không nên quá ngắn hoặc quá dài. Nếu câu trả lời quá ngắn, thí sinh sẽ bị thất bại trong cách phát triển ý, nếu quá dài thí sinh sẽ bị miên man khó thoát khỏi chủ đề và dễ mắc sai lầm.

Lời khuyên: *thí sinh hãy cố gắng nói trong khoảng từ 3-4 câu cho một câu hỏi.*

2. Bài thi Viết

2.1. Phần 1

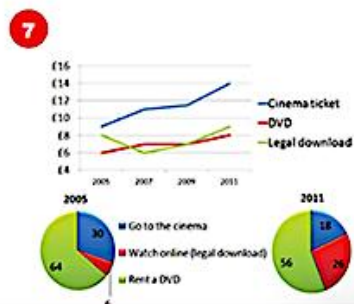
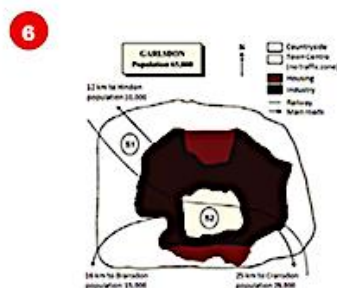
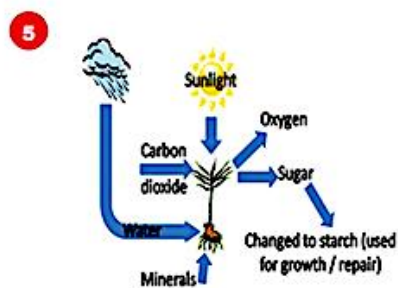
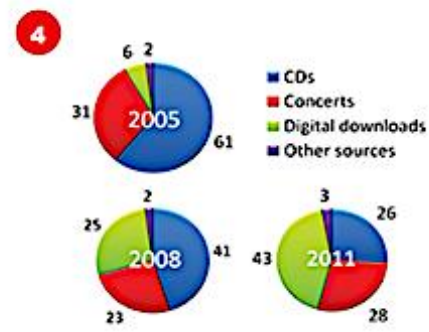
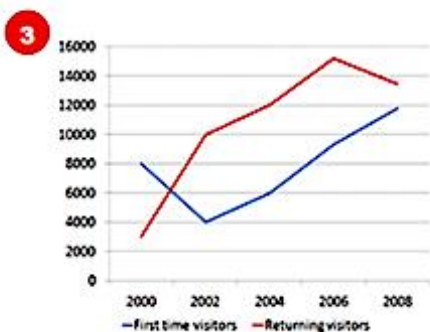
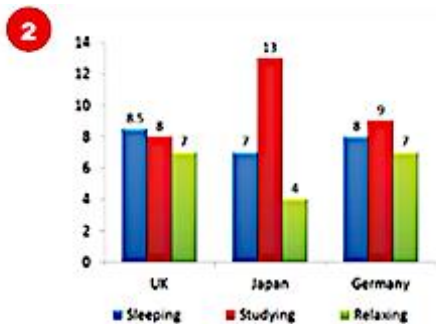
Thí sinh có 20 phút để hoàn thành một bản báo cáo dài ít nhất là 150 từ.

Đề thi sẽ yêu cầu thí sinh viết báo cáo cho một trong các dạng sau: biểu đồ (đường, cột, tròn), bảng biểu, bản đồ, sơ đồ hoặc quy trình. Dù với loại hình nào, thí sinh cũng phải mô tả được các đặc điểm chính và đưa ra các so sánh liên quan. Đặc biệt, thí sinh không cần thiết phải đưa ra ý kiến cá nhân vào bài báo cáo mang tính mô tả số liệu này. Giám khảo chỉ muốn được đọc một bản báo cáo có tính chất mô tả mà thôi.

Các dạng bài phổ biến trong Phần 1

1

Age (years)	Male	Female
11-15	8	6
16-20	19	18
21-25	7	5
26-30	4	4
31-50	3	4
51+	2	3



1. Table
2. Bar chart
3. Line graph
4. Pie chart
5. Process
6. Map
7. Line graph & pie chart (more than one graph)

2.1.1. Một số gợi ý khi viết Phần 1

Thí sinh có 20 phút để hoàn thành Phần 1, có nghĩa là thí sinh chỉ nên dành 5 phút cho mỗi đoạn viết. Hãy lưu ý điều này và áp dụng để giới hạn thời gian viết hiệu quả hơn.

5 phút đầu tiên: Đọc kỹ câu hỏi, đọc kỹ bảng biểu để chắc chắn rằng thí sinh hiểu đúng dạng biểu đồ. Sau đó, tiến hành viết đoạn mở đầu bằng cách viết lại (paraphrase) đề bài.

5 phút tiếp theo: Lúc này, thí sinh nên nhìn kỹ vào biểu đồ để tìm ra 2 ý bao quát (*general points*). Thí sinh không nên tập trung vào các chi tiết cụ thể, mà hãy nhìn toàn cảnh. Sau đó, thí sinh viết 2 câu mang tính chất tóm tắt 2 ý chung bao quát mà thí sinh vừa tìm ra đó.

10 phút cuối cùng: Đi sâu vào các chi tiết cụ thể. Cố gắng chia phần mô tả cụ thể này thành 2 đoạn văn, điều này giúp cho cấu trúc của bài hợp lý hơn rất nhiều đó. Khi đấy, thí sinh lại dành ra 5 phút để viết mỗi đoạn.

Thế nào là một bài viết ở Phần 1 tốt?

Khi chấm bài viết ở Phần 1, giám khảo sẽ mong chờ người viết tổ chức bài viết theo dàn bài như sau:

- Mở bài (*introduction*): gồm 1-2 câu;
- Mô tả chung (*overall view*): gồm ít nhất 2 ý mô tả chung được viết nằm trong 2-3 câu;
- Thân bài (*body*): gồm các chi tiết và con số được đề cập cũng như các so sánh cần thiết, viết trong 6-7 câu;

2.1.2. Một số lỗi thường gặp khi viết Phần 1

- Không chép toàn bộ đề bài vào bài làm. Hãy viết lại (diễn đạt) đề bài bằng ngôn ngữ và từ vựng của thí sinh.

- Không xuống dòng với mỗi đoạn văn khác nhau.

- Không viết câu/ý tổng quan hoặc tóm tắt (*overview / summary*) cho các thông tin trong bảng biểu. (**Chú ý:** Câu/ý tổng quan hoặc tóm tắt phải được viết ngay sau câu mở đầu, và chỉ tóm tắt trong 2 câu. Thí sinh sẽ không được điểm cao trong Phần 1 nếu thiết phần này.)

- Không mô tả các đối tượng tách biệt nhau. (**Chú ý:** Thí sinh luôn nhớ phải so sánh chúng với nhau nếu như số liệu có sự liên quan để so sánh.)

- Không mô tả mọi con số trong bảng biểu (trừ khi bảng biểu chỉ có 1 vài con số đó). (**Chú ý:** Kỹ năng quan trọng trong Phần 1 đó là việc thí sinh biết cách lựa chọn thông tin chính và mô tả, so sánh chính xác. Thí sinh nên đề cập đến 5-7 con số trong 1 đoạn văn.)

- Viết Phần 1 quá 20 phút. (**Chú ý:** Thí sinh cần thường luyện viết và giới hạn 5 phút cho mỗi đoạn trong Phần 1. Dừng bút khi 20 phút trôi qua vì Phần 2 quan trọng và chiếm nhiều điểm hơn trong bài thi nên thí sinh cần dành thời gian cho phần này.)

2.1.3. Hướng dẫn viết Phần 1

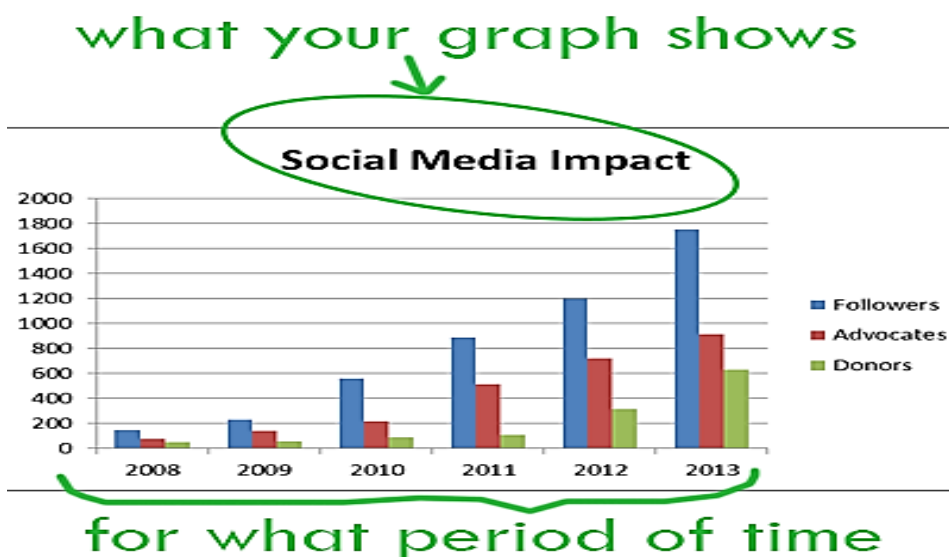
2.1.3.1. Mở bài (introduction)

Các thí sinh nên bắt đầu viết Phần 1 (viết đoạn mở bài) bằng cách nêu lại những thông tin đã được đưa ra trong phần đề bài. Chỉ cần viết 1-2 câu để chỉ ra biểu đồ, sơ đồ, bảng biểu về vấn đề gì và mốc thời gian nào (nếu có) là đủ và tốt nhất thí sinh viết/diễn đạt lại nội dung đề bài bằng từ vựng và cấu trúc khác.

Khi viết/diễn đạt lại nội dung đề bài, thí sinh nên đa dạng hóa các cụm từ giới thiệu như:

- the graph/chart/table/diagram:
- + gives information about/on...
- + provides information about/on...
- + shows / illustrates / represents / depicts... compares (chỉ khi có một vài nội dung được so sánh)
- + gives reason why (đưa ra lý do nếu biểu đồ đưa ra lý do cho vấn đề nào đó)
- + explains why (chỉ dùng nếu biểu đồ có đưa ra giải thích)

Ví dụ: The graphs below give information about computer ownership as a percentage of the population between 2002 and 2010, and by level of education for the years 2002 and 2010.



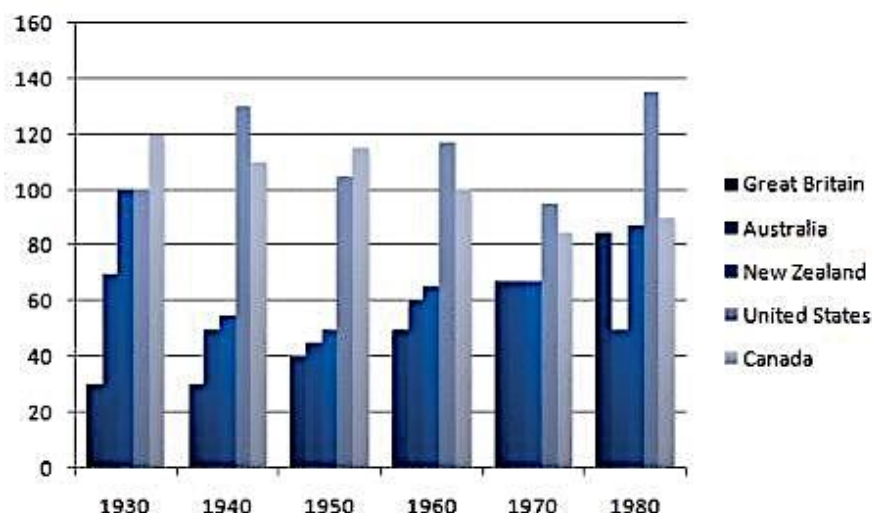
Introduction:

The bar charts show data about computer ownership, with a further classification by level of education, from 2002 to 2010.

2.1.3.2. Mô tả chung (overview)

Thí sinh sẽ không cần viết kết bài đối với Phần 1, thay vào đó, thí sinh phải mô tả lại các ý chính một cách tóm tắt. Phần mô tả chung là phần tóm tắt ngắn gọn các thông số, thông tin trong bảng và biểu đồ và nên được viết ngay sau mở bài.

Ví dụ: The table below shows the figures for imprisonment in thousands in five countries between 1930 and 1980.



Mô tả chung (overview): While the figures for imprisonment fluctuated over the period shown, it is clear that the United States had the highest number of prisoners overall. Great Britain, on the other hand, had the lowest number of prisoners for the majority of the period.

2.1.3.3. Thân bài (body)

Với thời lượng 20 phút, thí sinh nên viết 2 đoạn cho phần thân bài và sử dụng phương pháp nhóm thông tin, tìm ra điểm tương đồng và khác biệt của các số liệu trong bảng biểu và nhóm chúng làm 2 nhóm. Mỗi nhóm thông tin nên được diễn đạt bằng 3-4 câu.

Ví dụ: The table below gives information on consumer spending on different items in five different countries in 2002. Write a report for a

university lecturer describing the information shown below. Make comparisons where relevant.

Percentage of National Consumer Expenditure by Category – 2002

Country	Food/Drinks/Tobacco	Clothing/Footwear	Leisure/Education
Ireland	28.91%	6.43%	2.21%
Italy	16.36%	9.00%	3.20%
Spain	18.80%	6.51%	1.98%
Sweden	15.77%	5.40%	3.22%
Turkey	32.14%	6.63%	4.35%

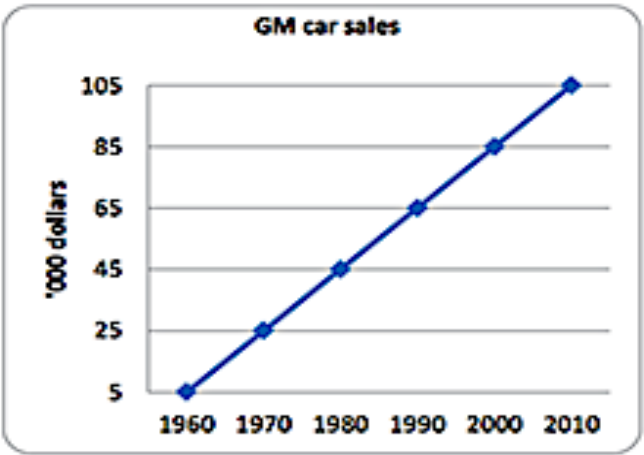
Nhóm 1: Out of the five countries, consumer spending on food, drinks and tobacco was noticeably higher in Turkey, at 32.14%, and Ireland, at nearly 29%. The proportion of spending on leisure and education was also highest in Turkey, at 4.35%, while expenditure on clothing and footwear was significantly higher in Italy, at 9%, than in any of the other countries.

Nhóm 2: It can be seen that Sweden had the lowest percentages of national consumer expenditure for food/drinks/tobacco and for clothing/footwear, at nearly 16% and just over 5% respectively. Spain had slightly higher figures for these categories, but the lowest figure for leisure/education, at almost 2%.

2.1.4. Lưu ý khi viết Phần 1

- Từ vựng mô tả xu hướng, sự thay đổi

Figure 1:



Mô tả cho Biểu đồ 1:

- GM car sales *increased significantly* from \$5,000 to \$105,000 between 1960 and...
 - There was *a significant increase* of \$100,000 in GM car sales, from \$5,000 to \$105,000, between 1960 and...
 - GM car sales *saw a significant growth* in GM car sales, from \$5,000 to \$105,000, between 1960 and 2010.
 - GM car sales *registered a significant rise* between 1960 and...
 - GM car sales *reached a peak* at \$105,000 in...
 - GM car sales had *an enormous climb* of \$100,000 between 1960 and...
- *Sử dụng giới từ*

Khi mô tả số liệu và các đặc điểm, các giới từ như “to, by, with, at” có vai trò rất quan trọng trong câu:

+ Dùng giới từ “to” khi mô tả sự thay đổi đến mức nào đó.

VD: In 2008, the rate of unemployment rose *to* 10%.

+ Dùng giới từ “by” khi mô tả sự thay đổi một khoảng nào đó.

VD: In 2009, the rate of unemployment fell *by* 2% (from 10% to 8%).

+ Dùng giới từ “with” để nói về phần trăm, số lượng đạt được.

VD: He won the election *with* 52% of the vote.

+ Dùng giới từ “at” để thêm con số vào cuối câu.

VD: Unemployment reached its highest level in 2008, *at* 10%.

- *Mô tả số liệu, phần trăm và phân số*

Trong một vài bảng biểu, đặc biệt là bảng (*table*), có những con số đặc biệt dưới dạng phân số như 1/3 hoặc 50%. Quan sát bảng dưới đây miêu tả số liệu trong năm 1990-1995. Thí sinh có thể mô tả bảng sau bằng con số, phân số hoặc phần trăm:

1990	1995
1,200	1,800

- The number went up by 600 from 1,200 to 1,800. (con số)

- The number went up by one third from 1,200 to 1,800. (phân số)

- The number went up by 50% from 1,200 to 1,800. (phần trăm)

Lưu ý:

$\frac{1}{2}$ = a half (một nửa)

$\frac{1}{4}$ = a quarter (một phần tư)

$\frac{1}{3}$ = one third

$\frac{2}{5}$ = two fifths

- *Mô tả số lượng*

Dưới đây và các mẫu câu trúc thí sinh có thể áp dụng khi mô tả các con số khác nhau trong Phần 1.

The number of + plural countable noun + singular verb form

VD: The number of people out of work fell by 99,000 to 2.39 million in the three months to October.

The amount of + singular uncountable noun + singular verb form

VD: The amount of rainfall doubles between May and June.

The proportion of + countable or uncountable nouns + singular verb form

VD: The proportion of spending on furniture reached its peak in 2001, at 23%.

The percentage of + countable or uncountable nouns + singular verb form

VD: The percentage of people using their phones to access the Internet jumped to 41% in

The figures for countable or uncountable nouns + plural verb form

VD: The figures for imprisonment fluctuated sharply over the period shown.

- *So sánh đơn giản*

Thí sinh có thể dùng “*compared to*”, “*compared with*”, “*in comparison to*” và “*in comparison with*” như nhau.

VD:

+ Prices in the UK are high compared to / with / in comparison with (prices in) Canada and ...

+ Compared to / with / in comparison with (prices in) Canada and Australia, prices in the UK are...

Khi viết về con số hoặc sự thay đổi, các từ “*while*” hoặc “*whereas*” có thể dùng được trong rất nhiều hoàn cảnh:

VD: There are 5 million smokers in the UK, while / whereas only 2 million Canadians and 1 million Australians.

VD: Between 1990 and 2000, the number of smokers in the UK decreased dramatically, while / whereas the figures for Canada and Australia remained the ...

- *Đưa ra giải thích*

Khi đưa thêm thông tin giải thích, thí sinh cần giới hạn số lượng từ để đảm bảo rằng bài viết có thông tin chất lượng nhưng không vượt quá giới hạn từ.

VD:

+ Both cities experienced a rise in the number of tourists coming in through their airports, which reached a common level of 255,000 in July.

=> Both cities experienced a rise in the number of tourists coming in through their airports, **reaching** a common level of 255,000 in July.

+ Gold bar prices experienced a spectacular rise in November, which climbed to a new peak of \$625.

=> Gold bar prices experienced a spectacular rise in November, **climbing** to a new peak of \$625.

+ In the first half of 2009, the attendance at the museum went into free fall, which nose-dived to approximately 300,000.

=> In the first half of 2009, the attendance at the museum went into free fall, **nose-diving** to approximately 300,000 visitors.

= Females also spend less time socializing and much less time than men on sport, which allows them more time for studying.

=> Females also spend less time socializing and much less time than men on sport, **allowing** them more time for studying.

2.2. Phần 2

Phần 2 yêu cầu thí sinh viết một bài luận có độ dài ít nhất là 250 từ trong vòng 40 phút. Phần 2 chiếm 2/3 tổng số điểm của phần thi Viết. Các câu hỏi trong Phần 2 liên quan đến những vấn đề quen thuộc mà mọi người trên thế giới quan tâm.

2.2.1. Các dạng bài phổ biến trong Phần 2

2.2.1.1. Tranh luận (*Argumentative/Opinion/Agree or Disagree*)

Đối với dạng bài tranh luận trong Phần 2, thí sinh phải đưa ra quan điểm về ý kiến được nêu ra trong đề bài và thí sinh phải giải thích ý kiến của mình trong phần thân bài.

VD: Some people think that all teenagers should be required to do unpaid work in their free time to help the local community. They believe this would benefit both the individual teenager and society as a whole. Do you agree or disagree?

2.2.1.2. Thảo luận (*Discuss both views*)

Dạng đề bài này có hai quan điểm về một vấn đề và thí sinh phải nêu ý kiến của mình về cả hai quan điểm đó. Mỗi quan điểm phải có độ dài là tương đương nhau. Nếu như đề bài có yêu cầu thí sinh đưa ra quan điểm cá nhân thì thí sinh không cần thiết phải viết thành một đoạn riêng mà chỉ cần lồng quan điểm cá nhân vào phần mở bài hoặc kết bài.

VD: Nowadays animal experiments are widely used to develop new medicines to test the safety of other products. Some people argue that these experiments should be banned because it is morally wrong to cause animal to suffer, while others are in favor of them because of their benefits to humanity. Discuss both views and give your own opinion.

2.2.1.3. Giải quyết vấn đề (*Problem and Solution*)

Dạng bài này yêu cầu thí sinh đưa ra nguyên nhân và hướng giải quyết về một vấn đề nào đó, trong đó thí sinh chỉ cần dành một đoạn thân bài để viết về nguyên nhân và đoạn còn lại để viết về phương hướng giải quyết.

VD: In the developed world, average life expectancy is increasing. What problems will this cause for individuals and society? Suggest some measures that could be taken to reduce the impact of ageing populations.

2.2.1.4. Ưu điểm và nhược điểm (*Advantage and Disadvantage*)

Dạng đề này rất dễ nhận dạng và chia bố cục, một đoạn thân bài cho ưu điểm và đoạn thân bài còn lại cho nhược điểm.

VD: In order to solve traffic problems, governments should tax private car owners heavily and use the money to improve public transportation. What are the advantages and disadvantages of such a solution?

2.2.1.5. Trình bày quan điểm (*Two-part question*)

Dạng đề này cũng tương đối đơn giản. Đề bài có hai câu hỏi và yêu cầu thí sinh trả lời từng câu cùng với nêu ra lý do cũng như ví dụ để chứng minh cho câu trả lời của mình. Đối với từng câu hỏi thí sinh cũng sẽ viết câu trả lời thành 1 đoạn thân bài.

VD:

- + Happiness is considered very important in life.
- + Why is it difficult to define?
- + What factors are important in achieving happiness?

2.2.2. Một số gợi ý khi viết Phần 2

Căn cứ vào các tiêu chí chấm bài của giám khảo (đã được đề cập ở phần trước), để đạt được mức điểm mong muốn thí sinh cần phải thỏa mãn các tiêu chí đó. Cụ thể:

- + *Khả năng hoàn thành yêu cầu của bài (Task achievement)*
 - Cố gắng trả lời toàn bộ các vấn đề được đưa ra trong câu hỏi;
 - Luận điểm chính phải rõ ràng và các luận điểm phụ phải đảm bảo có thể bổ nghĩa và làm rõ cho luận điểm chính;
 - Dùng ví dụ cụ thể, thích hợp để chứng minh cho ý kiến.
- + *Bài viết phải có tính mạch lạc và liên kết giữa các câu, sử dụng từ nối chính xác hợp lý (Coherence and Cohesion)*
 - Bài viết nên dài từ 260-270 từ (đề bài yêu cầu tối thiểu 250 từ);
 - Lập dàn ý dựa theo luận điểm chính muốn viết để đảm bảo tính thống nhất và logic cho cả bài viết;
 - Nên có từ 4 đến 5 đoạn trong một bài viết (tùy theo số luận điểm ở phần thân bài). Các đoạn ở phần thân bài nên có độ dài như nhau để đảm bảo các luận điểm phụ được khai thác đầy đủ.
 - Mỗi đoạn chỉ nên đưa ra và làm rõ một luận điểm;
 - Sử dụng các từ nối giữa các câu, đoạn với nhau.
- + *Vốn từ vựng phong phú (Lexical resource)*
 - Sử dụng những từ ngữ quen thuộc, đã biết và chắc chắn cách dùng. Tránh sử dụng những từ ngữ khó, cao cấp nhưng chưa nắm chắc ý nghĩa.
 - Sử dụng một số từ vựng đơn giản theo chủ đề;
 - Có thể sử dụng 1-2 cấu trúc thông dụng (*collocations*) để nâng điểm ở phần này.
- + *Sử dụng đúng và đa dạng các cấu trúc ngữ pháp (Grammatical range and accuracy)*
 - Khuyến khích sử dụng các câu ghép để thể hiện được khả năng viết câu cũng như tăng tính logic cho bài viết;

- Sử dụng các thì cơ bản như hiện tại đơn, hiện tại tiếp diễn, quá khứ đơn, hiện tại hoàn thành một cách thuần thục.

- Thì hiện tại đơn được dùng nhiều nhất trong Phần 2 và thường dùng trong các câu trần thuật, câu nhận xét và đưa luận điểm.

- Thì quá khứ đơn được dùng nhiều trong các câu đưa ra ví dụ về một sự kiện đã xảy ra trong quá khứ.

- Thì hiện tại hoàn thành được dùng khi đưa ra một sự thật và muốn gắn nó với mốc thời gian.

- Có thể sử dụng thêm một số các thì phức tạp hơn như tương lai đơn, quá khứ tiếp diễn tùy trường hợp và chủ đề.

- Sử dụng các cấu trúc câu khác nhau và vận dụng một số các dạng câu phức tạp hơn như câu bị động, câu điều kiện, mệnh đề quan hệ.

- Tránh các lỗi sai cơ bản như mạo từ, danh từ số nhiều, danh từ không đếm được và vị trí từ trong câu.

Gợi ý bố cục bài viết

+ Mở bài (*Introduction*)

+ Thân bài 1 (*Supporting paragraph 1*)

+ Thân bài 2 (*Supporting paragraph 2*)

+ Kết luận (*Conclusion*)

2.2.3. Một số lỗi thường gặp khi viết Phần 2

- Lỗi khái quát hóa và tuyệt đối hóa: lập luận mang tính khái quát là cần thiết, nhưng khái quát hóa quá mức dẫn đến sự tuyệt đối hóa sẽ ảnh hưởng đến cách chấm điểm.

- Các lỗi phát triển ý: Triển khai ý tưởng một cách chặt chẽ là một trong những yếu tố quan trọng để viết được Phần 2 hiệu quả. Tuy nhiên, nhiều thí sinh gặp khó khăn khi phát triển ý tưởng hoặc ý tưởng đã có bị đánh giá là không hợp lý.

- Lỗi giả định ngầm và cách khắc phục: Tự giả định ngầm là một lỗi logic phổ biến không chỉ trong các trường hợp đòi thường như ví dụ trên mà còn rất hay gặp trong Phần 2. Lỗi này xảy ra khi thí sinh dựa trên mối liên hệ mật thiết hay điểm chung giữa hai thực thể để mặc định rằng A chính là B.

2.2.4. Hướng dẫn viết Phần 2

Bước 1: Phân tích đề

Đầu tiên, thí sinh nên dành 1-2 phút để phân tích những yếu tố sau của đề bài: Từ khóa trong đề bài (*từ chìa khóa*), Từ khóa nhỏ hơn trong đề bài (*micro-key words*), Từ khóa chỉ yêu cầu, hướng dẫn của đề bài (*instruction word*).

VD: Some people say that the best way to improve public health is by increasing the number of sport facilities. Others, however, say that this would have little effect on public health and that other measures are required. Discuss both these views and give your own opinion.

Key word: public health

Micro-key word: sport facilities

Instruction word: discuss, give opinion

Bước 2: Lập dàn ý

Tiếp theo, thí sinh nên dành 5-10 phút lập dàn ý cho bài viết của mình. Cách này sẽ giúp thí sinh tiết kiệm thời gian làm bài thi và khiến thí sinh mắc ít lỗi hơn khi làm bài bởi thí sinh đã có đầy đủ ý của bài viết ngay từ đầu, và thí sinh có thể tập trung hơn vào từ vựng cũng như cấu trúc ngữ pháp.

Bước 3: Viết mở bài

Phần mở đầu của đề bài luôn luôn có hai yếu tố sau:

+ Giới thiệu chủ đề của bài viết (*background sentence*)

Trong phần này, thí sinh sẽ diễn đạt lại đề bài bằng cách thay đổi từ vựng hoặc thay đổi cấu trúc ngữ pháp.

VD: In some countries, many more people are choosing to live alone nowadays than in the past. Do you think this is a positive or negative development?

- *In recent years, it has become far more normal for people to live alone, particularly in large cities in the developed world.*

+ Câu mở bài (*Thesis statement*): Trả lời câu hỏi hoặc đưa thông tin báo hiệu về nội dung của bài viết.

Câu thứ 2 trong phần mở bài thường đi thẳng vào vấn đề để trả lời câu hỏi ở đề bài. Thường có từ nối báo hiệu câu đưa ra ý kiến: “In my opinion”, “I believe that”, hoặc “In my view”.

VD: The older generation tend to have traditional ideas about how people should live, think and behave. However, some people believe that these ideas

are not helpful in preparing younger generations for modern life. To what extent do you agree or disagree with this view?

- *While I agree that some traditional ideas are outdated, I believe that others are still useful and should not be forgotten.*

Bước 4: Viết thân bài

Thông thường hai đoạn thân bài thường được viết bao gồm những ý sau: Câu chủ đề (*topic sentence*), Giải thích (*explanation*), Ví dụ cụ thể (*example*).

VD: Some people think that employers should not care about the way their employees dress, because what matters is the quality of their work. To what extent do you agree or disagree?

Ở phần thân bài, thí sinh sẽ đề cập đến những công việc không yêu cầu đồng phục, quần áo công sở và những công việc yêu cầu mặc đồng phục, quần áo nơi công sở.

Đoạn 1:

On the one hand, many employers have stopped telling their staff how to dress, and I see this as a positive trend (câu chủ đề). Some of the most successful companies in the world, including technology giants like Google and Facebook, are famous for the relaxed office environments that they try to create. Employees are encouraged to dress casually, and even the company executives and leaders are rarely seen wearing anything other than T-shirts and jeans (câu giải thích). *However, while managers and programmers are free to dress how they like, they are expected to produce work of outstanding quality* (ví dụ). It is clear from the performance and global dominance of such companies that strict dress codes are completely unnecessary in the technology sector (câu tổng kết ý).

Đoạn 2:

However, I would also argue that rules regarding employees' clothing are still relevant in other work situations (câu chủ đề). We expect certain professionals, such as nurses, police officers and airline pilots, to wear uniforms (ví dụ). These uniforms may have a practical or safety function, but perhaps more importantly they identify the person's position or role in society (câu giải thích). Similarly, *a lawyer, politician or school principal may choose to wear formal clothing in order to portray an image of authority,*

trustworthiness and diligence (ví dụ). I believe that most of us prefer to see these professionals in smart, formal attire, even if it is not strictly necessary (câu tổng kết ý).

Bước 5: Viết câu kết (conclusion)

Khi kết bài, thí sinh có nhiệm vụ nhắc lại câu trả lời cho câu hỏi của đề bài. Không nên đưa ra các thông tin mà đề bài không yêu cầu như giải pháp, dự báo, ...

Những cụm từ báo hiệu kết luận:

In conclusion, ...

In sum ...

To sum up, ...

To summarize, ...

All in all, ...

In a nut shell, ...

In short, ...

VD: Đối với đề bài trên thì ta có câu kết luận như sau:

In conclusion, I support the trend towards relaxed dress codes for workers, but I do not see it as applicable to all occupations or sectors of the economy.

2.2.5. Gợi ý viết Phần 2 với từng dạng bài

2.2.5.1. Dạng bài luận ‘Argumentative’

Dạng câu hỏi ‘Argumentative’ là một trong những dạng bài phổ biến nhất trong Phần 2 bài thi IELTS. Ở dạng bài này, thí sinh sẽ được yêu cầu đưa ra ý kiến, quan điểm hay lập trường của bản thân về một vấn đề được nêu ra; đồng thời, thí sinh sẽ phải đưa ra các luận điểm và các ý hỗ trợ để bảo vệ cho quan điểm đó. Dạng bài này có những câu hỏi/yêu cầu như sau:

- Do you agree or disagree?

- To what extent do you agree or disagree?

Để trả lời cho câu hỏi này, thông thường, thí sinh sẽ có ba phương án trả lời:

1. Đồng ý hoàn toàn (*strongly agree*)

2. Không đồng ý hoàn toàn (*strongly disagree*)

3. Đồng ý/ Không đồng ý một phần (*partly agree/disagree*)

Phần 1: Mở bài

Ở phần mở bài, tương tự như tất cả các dạng bài khác trong phần thi IELTS Phần 2, thí sinh sẽ phải hoàn thành được những bước sau:

Bước 1: Diễn đạt lại câu nhận định trong đề bài, giới hạn chủ đề của bài viết

Bước 2: Nêu ra quan điểm của bản thân (Đồng ý/ Không đồng ý/ Trung lập)

Phần 2: Thân bài

Thân bài thông thường sẽ bao gồm 2 đoạn, tuy nhiên, tùy thuộc vào việc thí sinh lựa chọn quan điểm của bản thân là gì mà 2 đoạn này sẽ được triển khai theo những cách khác nhau:

Đoạn 1 (*main paragraph 1*) Đoạn 2 (*main paragraph 2*)

- Đồng ý hoàn toàn: Đưa ra lý do 1 và 2 cho quan điểm đồng ý.

- Không đồng ý hoàn toàn: Đưa ra lý do 1 và 2 cho quan điểm không đồng ý.

- Trung lập: Đưa ra luận điểm một bên về 1 mặt của vấn đề và đưa ra luận điểm vì sao thí sinh đồng tình với mặt còn lại của vấn đề.

Bên cạnh 3 cách triển khai thân bài chính như trên, thí sinh cũng có thể triển khai phần thân bài của theo một cách khác khi thí sinh đồng ý hay không đồng ý với nhận định:

- Đoạn 1: Giải thích vì sao thí sinh chấp nhận 1 mặt của nhận định được đưa ra.

- Đoạn 2: Đưa ra các lý lẽ để khẳng định rằng thí sinh đồng ý/không đồng ý với nhận định đó.

Đây là cách làm hiện nay được thí sinh ưu tiên sử dụng hơn, do xu hướng ra đề và đồng thời với cách triển khai ý này, thí sinh sẽ thể hiện được tư duy phản biện (*critical thinking*) khiến cho bài viết của thí sinh có giá trị hơn.

Khi viết các đoạn thân bài, thí sinh cần đưa ra luận điểm rõ ràng, đồng thời hãy sử dụng một số phương pháp để triển khai luận điểm này một cách rõ ràng nhất như đưa ví dụ, giải thích, và kết quả.

Phần 3. Kết bài

Đối với kết bài, có hai nội dung thí sinh sẽ phải hoàn thành:

- Khẳng định lại quan điểm của bản thân (Đồng ý hoàn toàn/ Không đồng ý hoàn toàn/ Trung lập);

- Tóm tắt lại các ý chính đã nêu ra trong bài để củng cố quan điểm đó.

Với kết bài này, thí sinh sẽ giúp cho người đọc cảm thấy sự hoàn chỉnh của bài viết và giúp cho bài viết của thí sinh thống nhất về ý tưởng với hai phần trên.

2.2.5.2. Dạng bài luận ‘Problems-Causes-Solutions’

Phần 1: Mở bài

Với dạng bài này, thí sinh cũng sẽ làm theo hai bước như sau:

Bước 1: Diễn đạt lại thông tin và nhận định được đưa ra trong đề theo cách khác

Bước 2: Đưa ra nội dung mà thí sinh sẽ triển khai trong bài

Với bước thứ 2, khác với dạng bài Argumentative essay, thí sinh sẽ không cần đưa ra ý kiến cá nhân mà cần chỉ ra rằng hai đoạn thân bài của thí sinh sẽ giải quyết ‘Problems’ và ‘Solutions/Causes’ và ‘Effects/Causes và Solutions’

Phần 2: Thân bài

Tương tự như những dạng bài khác, trong thân bài, thí sinh cũng nên viết 2 đoạn, nội dung các đoạn thí sinh cần giải quyết được như sau:

Đoạn 1:

- Đưa ra nguyên nhân 1/nêu vấn đề đó là gì
- Giải thích nguyên nhân 1/vấn đề 1
- Đưa ra ví dụ

Đoạn 2:

- Đưa ra ảnh hưởng / giải pháp cho vấn đề 1
- Giải thích giải pháp này giải quyết vấn đề 1 thế nào
- Đưa ra ví dụ

Phần 3: Kết bài

Ở dạng bài này, thí sinh cần:

- Tóm lại ý chính trong 2 đoạn thân bài
- Nêu dự đoán/ đánh giá về vấn đề

Chú ý: Với dạng bài này, thí sinh nên đưa ra 1 hoặc nhiều cặp Vấn đề- Giải pháp/ Nguyên nhân-Ảnh hưởng tương ứng với nhau trong hai đoạn để bài viết của thí sinh rõ ràng, mạch lạc và thống nhất.

2.2.5.3. *Dạng bài luận ‘Discussion’*

Dạng câu hỏi ‘Discussion’ là dạng bài rất phổ biến trong IELTS Phần 2, chỉ ít phổ biến hơn Dạng câu hỏi ‘Argumentative’. Yêu cầu của dạng bài này là thí sinh phải viết về cả hai mặt của một vấn đề (*discuss both views*) rồi sau đó đưa ra ý kiến cá nhân.

Lưu ý: Khi giải quyết những bài viết thuộc dạng bài “Discussion”, thí sinh luôn cần nhớ hai điểm. Điểm đầu tiên rằng mỗi mặt của vấn đề phải được bàn tới với độ dài như nhau, không vì thiên về mặt nào mà viết dài hơn về mặt đó và ngược lại. Điều thứ hai cần nhớ rằng thí sinh không cần thiết phải đưa ra viết một đoạn riêng để đưa ra ý kiến của bản thân mà chỉ cần nói rõ ý kiến đó trong phần mở và kết bài là bản thân đồng ý với kiến nào.

Dàn bài của một bài ‘Discussion’ vẫn được chia làm 3 phần và 4 đoạn như những bài viết Phần 2 thông thường khác.

Phần 1: Mở bài (2 câu, 30-50 từ)

- Câu thứ nhất dùng để giới thiệu về chủ đề chính của bài viết. Thí sinh có thể mở đầu bằng “*People have different views about ...*” (Mọi người thường có cách nhìn khác nhau về vấn đề gì đó) để nói về vấn đề một cách tổng quát nhất. Đây là cách đơn giản nhất để đưa ra vấn đề.

- Ở câu thứ hai, thí sinh sẽ nhắc đến cả hai mặt của vấn đề và đưa ra ý kiến của bản thân. Phần này thí sinh nên đưa rõ ra luôn rằng thí sinh đồng ý với ý kiến nào. Đây sẽ phần sẽ rất quan trọng để xác định được sắp xếp ý ở phần thân bài.

Phần 2: Thân bài (2 đoạn, mỗi đoạn 5-6 câu)

+ Đoạn 1: Bàn về ý kiến mà thí sinh KHÔNG ĐỒNG Ý trước. Lý do thí sinh đưa ra ý kiến không đồng thuận trước để bài viết trở nên khách quan hơn. Nếu viết ý kiến thí sinh đồng ý trước thì sẽ dễ bị tập trung quá nhiều vào phần này và khi đưa ra ý kiến sau sẽ trở nên sơ sài hơn và làm cho bố cục bài viết không cân bằng và mang tính chủ quan quá nhiều. Ở phần này thí sinh đưa ra những điểm tốt và nổi bật của ý kiến này, không cần thiết phải đưa ra những điểm không tốt, điểm xấu ngay để đảm bảo tính khách quan. Thí sinh có thể đưa ra 2-3 điểm đúng của ý kiến này để giải thích tại sao nhiều người lại nhìn nhận vấn đề theo hướng này.

+ Đoạn 2: Đây là đoạn nói về mặt mà thí sinh ĐỒNG Ý. Mở đầu đoạn, thí sinh nên sử dụng những từ nối mang tính đối lập như “*On the other hand*”, hoặc “*In contrast*”, “*However*”, “*Although/Despite/In spite of*” để nêu lên rằng cho dù những điểm đúng của ý kiến đầu tiên, thì ý kiến thứ hai vẫn đúng đắn hơn. Sau đó thí sinh bắt đầu viết về những điểm mạnh của ý kiến thí sinh đồng ý. Những điểm mạnh này có thể được so sánh một cách trực tiếp với ý kiến không đồng ý ở trên theo dạng: Nếu đi theo ý kiến 2 thì có A, còn nếu đi theo ý kiến 1 thì không có A (với A là một lợi thế hoặc điểm mạnh chủ chốt)

Phần 3: Kết bài (1-2 câu)

Tổng hợp và khẳng định lại thí sinh đồng ý với ý kiến nào trong 2 ý kiến đã cho.

2.2.5.4. Dạng bài luận ‘Two Questions’

‘Two Questions’ là dạng bài ít gặp trong đề thi IELTS Phần 2 nhưng lại là dạng bài khó nhất. Lý do làm cho dạng bài này gây nhiều khó khăn nhất cho thí sinh đó là có 2 câu hỏi trong đề bài và thí sinh phải sắp xếp thời gian hợp lý để có thể trả lời được cả hai câu hỏi một cách hoàn chỉnh.

Lưu ý: Dạng bài này thực tế lại không khó như thí sinh tưởng. Nhiều thí sinh bị rối bởi cố gắng trả lời cả hai câu hỏi cùng lúc và dễ dàng bị rối về mặt logic.

Vì vậy, thí sinh có thể giải quyết vấn đề này một cách vô cùng đơn giản đó là mỗi câu hỏi sẽ trả lời bằng một đoạn trong thân bài (thân bài sẽ có 2 đoạn) và ở đoạn thứ hai sẽ có lời dẫn để có kết nối với đoạn đầu tiên. Như vậy thí sinh có thể vừa trả lời cả hai câu hỏi một cách rõ ràng và đủ ý mà vẫn giữ được khả năng liên kết của toàn bài.

Phần 1: Mở bài (2 câu)

- Câu đầu tiên dùng để giới thiệu về chủ đề được đưa ra trong bài. Phần này được viết dựa theo những câu dẫn trong đề (các câu ở trước 2 câu hỏi).

- Câu thứ hai khá quan trọng bởi thí sinh phải viết ra được câu trả lời khái quát nhất cho 2 câu hỏi được đưa ra trong bài và nối chúng với nhau thành một câu có nghĩa. Lý do đưa ra hai câu trả lời cho 2 câu hỏi vào cùng một câu chính là để cho giám khảo thấy rằng thí sinh có thể sử dụng câu phức và có khả năng tư duy để liên kết các vấn đề với nhau. Nếu không thể tư duy được làm sao để

kết nối 2 câu trả lời cho 2 vấn đề với nhau thì thí sinh vẫn có thể viết thành 2 câu đơn nhưng sẽ không được điểm cao bằng viết 1 câu phức.

Phần 2: Thân bài (2 đoạn, mỗi đoạn 60-80 từ)

+ Đoạn 1: Ở đoạn này thí sinh sẽ trả lời câu hỏi thứ nhất. Mở đầu đoạn thí sinh nêu ra luôn câu trả lời khái quát cho câu hỏi thứ nhất. Các câu còn lại của đoạn sẽ là những ý cụ thể hơn, kèm theo ví dụ, liên hệ thực tế để phân tích cũng như tăng tính thuyết phục cho câu trả lời.

+ Đoạn 2: Đoạn này sẽ là câu trả lời cho câu hỏi thứ hai. Ở câu mở đầu thí sinh vẫn nêu ra câu trả lời như ở đoạn 1 nhưng nên có thêm sự dẫn dắt từ nội dung của đoạn ở trên. Nếu như làm được điều này thí sinh sẽ đạt điểm rất tốt ở tiêu chí “*Coherence and Cohesion*”. Cấu trúc còn lại của đoạn cũng tương tự như đoạn 1.

Phần 3: Kết bài

Nhắc lại và tóm gọn lại câu trả lời của hai câu hỏi trong bài một cách khéo léo để tránh trùng lặp với phần mở bài.

3. Bài thi Nghe

Ở phần thi Nghe, thí sinh sẽ có 40 phút, trong đó 30 phút làm bài thi và 10 phút chuyển đáp vào Phiếu trả lời. Và thí sinh sẽ phải giải quyết 4 phần trong bài thi Nghe:

Phần 1: Thông thường là các đoạn hội thoại giữa 2 người về những vấn đề xảy ra trong cuộc sống hàng ngày ngoài xã hội như đặt phòng, phàn nàn của một khách hàng... (*conversation between 2 speakers about everyday situations*)

Phần 2: Thường là đoạn văn độc thoại mà người nói sẽ cung cấp các thông tin về một địa điểm, một toà nhà hay một sự kiện nào đó (*a monologue about everyday situations*).

Phần 3: Thường là đoạn đối thoại giữa một nhóm học sinh về một dự án hay vấn đề trên trường (*conversation between 2, 3 or 4 speakers about educational or training situations*).

Phần 4: Thường là nghe một đoạn độc thoại về một chủ đề học thuật nào đó (*a monologue on academic subject*).

Dưới đây là một số dạng bài trong phần thi này và một số thủ thuật làm bài để đạt tối thiểu điểm 5.0

3.1. Dạng câu hỏi ‘Multiple choice’

Thông thường, thí sinh sẽ phải lựa chọn một câu trả đúng từ các phương án A, B, C, cụ thể:

- Trường hợp a: Đôi khi, danh sách các phương án dài hơn và thí sinh phải lựa chọn nhiều hơn một đáp án

- Trường hợp b: Trong trường hợp này, thí sinh nên đọc thật kỹ câu hỏi để nắm rõ số lượng đáp án phải lựa chọn.

Nhìn chung *thứ tự câu hỏi trong dạng bài có câu hỏi trắc nghiệm sẽ theo thứ tự thông tin được đưa ra trong bài nghe, tuy nhiên các lựa chọn câu trả lời sẽ không theo trật tự này.*

(a)

Choose the correct letter, **A**, **B** or **C**.

9 Type of insurance chosen

- A** Economy
- B** Standard
- C** Premium

10 Customer wants goods delivered to

- A** port
- B** home
- C** depot

(b)

What **TWO** disadvantages of the new mobile phone does the speaker mention?

- A** it isn't very user-friendly
- B** it is very expensive
- C** it can't take photographs
- D** it has a short battery life
- E** it is quite big

Một số chiến lược cho dạng bài này trong phần thi Nghe:

- Đọc kỹ câu hỏi trước khi làm bài;
- Để ý kỹ các tiêu đề, các từ chìa khóa của ý trả lời và gạch chân những từ đó;

- Ở dạng câu hỏi này, có thể thí sinh sẽ nghe thấy **TẤT CẢ** những từ xuất hiện ở **TẤT CẢ** các đáp án được đưa ra. 2 trong 3 đáp án đó hiển nhiên là không phải câu trả lời đúng nên thí sinh cần chú ý nghe kỹ để chắc chắn rằng tìm ra được câu trả lời;

- Nghe kỹ các thông tin trong bài nghe, để ý các từ đồng nghĩa, các cụm từ diễn đạt để có thể chọn đáp án chính xác.

Ví dụ về các từ đồng nghĩa và cụm từ diễn đạt

Từ chìa khóa trong đáp án	Từ xuất hiện trong lời thoại
coastal cities (thành phố biển)	cities built by the sea (thành phố được xây gần biển)
largest (rộng lớn nhất)	biggest (to lớn nhất)
bring pollution (gây ra ô nhiễm)	pollutants are discharged (các chất gây ô nhiễm bị thải ra)
allow for (tính đến)	take into account (cân nhắc)
climate change (sự thay đổi khí hậu)	global warming (nóng lên toàn cầu)
coordination of activities (sự kết hợp các hành động)	work together (làm việc cùng nhau)

- Trong một số trường hợp, thông tin trong một đáp án được đưa ra ban đầu là chính xác, nhưng sau đó bị phủ định lại bởi chính người nói bằng việc diễn đạt ý với các từ nối như “*but*” (nhưng), “*no*” (không), “*although*” (mặc dù), “*however*” (tuy nhiên) ...

Luyện tập 1 (track 1)

Questions 11-14. Choose the correct letter, A, B or C.

- 11** Stevenson’s was founded in...
 - A** 1923.
 - B** 1924.
 - C** 1926.
- 12** Originally, Stevenson’s manufactured goods for...
 - A** the healthcare industry.
 - B** the automotive industry.
 - C** the machine tools industry.
- 13** What does the speaker say about the company premises?
 - A** The company has recently moved.
 - B** The company has no plans to move.
 - C** The company is going to move shortly.
- 14** The program for the work experience group includes...
 - A** time to do research.
 - B** meetings with a teacher.
 - C** talks by staff.

3.2. Dạng câu hỏi ‘Matching’

Đây là dạng bài khá phổ biến trong phần thi Nghe. Nó thường xuất hiện ở Phần 3 và thí sinh cần phải nối các thông tin của nhiều người trong đoạn hội thoại với các thông tin tương ứng. Dạng câu hỏi này bao gồm hai nhóm thông tin:

- Các câu hỏi (được đánh theo số thứ tự)
- Các phương án trả lời (được đánh theo chữ cái A, B, C...)

Một số chiến lược cho dạng bài này trong phần thi Nghe:

- Phân tích, nhận dạng câu hỏi: hãy tìm hiểu xem cần phải trả lời những câu hỏi về thông tin gì. Đầu tiên hãy tìm hiểu sự liên quan giữa câu hỏi đề bài và các lựa chọn trong bài. Sau đó gạch chân từ chìa khóa (*key word*) mà đề bài yêu cầu thí sinh trả lời và những thông tin mà thí sinh cho là quan trọng.

- Ở dạng bài này, thí sinh cần lưu ý rằng các câu trả lời sẽ không theo trình tự nghe.

- Một lưu ý nữa đó là các từ đồng nghĩa hay các cụm từ được diễn đạt lại sẽ được sử dụng khá phổ biến trong bài. Nhiệm vụ của thí sinh là thật nhanh chóng tìm hiểu nghĩa tương đương để tìm câu trả lời chính xác.

- Thí sinh cần cẩn thận với những thông tin gây nhiễu. “*But*” hay “*However*” sẽ là những từ báo hiệu cho sự thay đổi các thông tin mà thí sinh nghe được trước đó. Vì vậy, thí sinh hãy cẩn thận với các thông tin sau những từ nối này. Và loại bỏ những đáp án đó để có thể chọn lựa các đáp án đúng.

- Khi ghi chép đáp án, hãy để ý đáp án là A, B, C thay vì các cụm từ.

Dạng câu hỏi Ghép ý được thể hiện qua hai hình thức khác nhau:

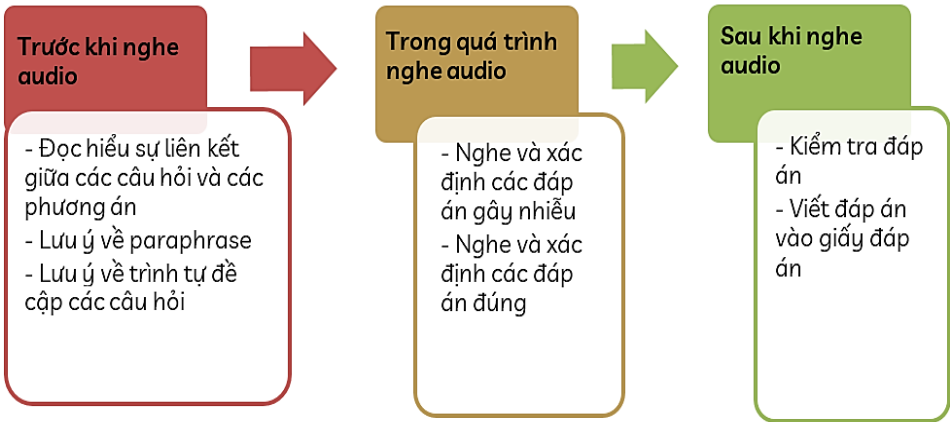
- + *Hình thức 1 (phổ biến ở Phần 2)*: Các câu hỏi là một danh sách các đối tượng khác nhau và các phương án trả lời là một danh sách các đặc trưng hay thông tin liên quan đến các đối tượng đó. Thí sinh nghe đoạn ghi âm và xác định đâu là đặc trưng cụ thể hay thông tin liên quan đến đối tượng tương ứng.

- + *Hình thức 2 (phổ biến ở Phần 3)*: Các câu hỏi là một danh sách các chủ đề về chuyên ngành học thuật (ví dụ: các tác phẩm văn học, các sự kiện lịch sử) hay là các phần khác nhau trong một bài thuyết trình/ bài luận. Các phương án trả lời là một danh sách các đặc trưng hay thông tin liên quan đến các đối tượng nêu trên (ví dụ: các hành động sẽ thực hiện đối với chủ đề, tên người

chịu trách nhiệm nghiên cứu chủ đề đó). Thí sinh nghe đoạn ghi âm và xác định đâu là đặc trưng cụ thể hay thông tin liên quan đến đối tượng tương ứng.

Hình thức 1	Hình thức 2
What is planned for each of the following facilities? <i>Những gì được lên kế hoạch cho mỗi cơ sở sau đây?</i> Plans A it will move to a new location. <i>(nó sẽ chuyển đến một vị trí mới)</i> B it will have its opening hours extended. <i>(giờ mở cửa sẽ kéo dài)</i> C it will be refurbished. <i>(nó sẽ được tân trang lại)</i> D it will be used for different purposes. <i>(nó sẽ được sử dụng cho các mục đích khác nhau)</i> E it will have its opening hours reduced. <i>(nó sẽ giảm giờ mở cửa)</i> F it will have new management. <i>(nó sẽ có quản lý mới)</i> G it will be expanded. <i>(nó sẽ được mở rộng diện tích)</i> Facilities 16 railway station car park <i>(bãi đậu xe ga tàu hỏa)</i> 17 cinema <i>(rap chiếu phim)</i> 18 indoor market <i>(khu chợ trong nhà)</i> 19 library <i>(thư viện)</i> 20 nature reserve <i>(khu bảo tồn thiên nhiên)</i>	Who is going to do research into each of the following topics? <i>(Ai sẽ nghiên cứu từng chủ đề sau đây?)</i> NB: You may choose any letters more than once <i>(NB: Thí sinh có thể sử dụng bất kỳ chữ cái nào nhiều hơn một lần)</i> People A Annie B Jack C both Annie and Jack <i>(cả Annie và Jack)</i> Topics 25 the goods that are refrigerated <i>(hàng hóa được bảo quản lạnh)</i> 26 the effects on health <i>(các ảnh hưởng đến sức khỏe)</i> 27 the impacts on food producers <i>(các tác động đối với các nhà sản xuất thực phẩm)</i> 28 the impacts on cities <i>(các tác động đến khu vực thành thị)</i> 29 refrigerated transport <i>(vận chuyển đông lạnh)</i> 30 domestic fridges <i>(đông lạnh nội địa)</i>

Các bước làm bài matching gợi ý:



Luyện tập 2 (Track 2)

Questions 25-30. Which personal meaning do the students decide to give to each of the following pictures 25-30?

Choose SIX answers from the box and write the correct letter, A-H, next to Questions 25-30.

Personal meanings

- A a childhood memory
- B hope for the future
- C fast movement
- D a potential threat
- E the power of colour
- F the continuity of life
- G protection of nature
- H a confused attitude to nature

Pictures

- 25 Falcon (Landseer)
- 26 Fish hawk (Audubon)
- 27 Kingfisher (van Gogh)
- 28 Portrait of William Wells
- 29 Vairumati (Gauguin)
- 30 Portrait of Giovanni de Medici

3.3. Dạng câu hỏi ‘Labeling a Map/Diagram’

Đối với dạng bài này, thí sinh được yêu cầu hoàn thành các nhãn trên một phương án, bản đồ hoặc sơ đồ. Các câu trả lời thường được chọn từ một danh sách trong đề bài, hoặc, nếu không có danh sách, chính thí sinh sẽ phải lắng nghe để tự điền đáp án.

Một số chiến lược để làm dạng bài này:

- Đọc đề bài cẩn thận: thí sinh cần phải làm gì và yêu cầu về số lượng từ và/hoặc số nhiều nhất mà thí sinh cần điền trong câu trả lời của mình.

- Biết những từ vựng về vị trí: thí sinh cần phải biết và hiểu rõ những từ thường dùng để miêu tả vị trí các vật như: *at the top / at the bottom; on the left / on the right; left hand side / right hand side; South / North / East / West, Southeast / Southwest / Northeast / Northwest; to the north / to the south / to the east / to the west; opposite / in front of / behind; in the middle / in the centre; above / below; inside / outside; just beyond ...*

- Hiểu được ngữ cảnh: hãy nghe cẩn thận từ lúc đầu vì người nói sẽ cung cấp cho thí sinh ngữ cảnh của bài nghe, (Ví dụ như vị trí của thí sinh) điều này sẽ giúp thí sinh bắt kịp với bài thi Nghe. Ngoài ra, thí sinh cần nhìn bao quát cả bản đồ. Việc này sẽ giúp thí sinh xác định chính xác đáp án cần điền.

- Đoán đáp án: cũng như tất cả các bài thi nghe, điều này sẽ giúp thí sinh đoán được đáp án có thể là gì.

- Chú ý đến những manh mối khác trong bản đồ: ví dụ, ở góc bản đồ có 1 cái la bàn cho thí sinh biết các hướng Bắc, Nam, Đông, Tây. Điều này có nghĩa là những cụm này có thể sẽ được dùng để chỉ dẫn cho thí sinh. Vậy nên hãy cố gắng nghe những từ đó.

Các hình thức của bản đồ

Có hai dạng bản đồ trong Phần 2:

- Dạng 1: Điền vào bản đồ/ sơ đồ với một chữ cái thích hợp, đây cũng là dạng thông dụng nhất.

- Dạng 2: Viết trực tiếp tên địa điểm hoặc lựa chọn tên của các địa điểm trong một khung danh sách.

Khi làm bài dạng này, thí sinh chú ý đến đáp án gây nhiễu (*distractor*), đây là một khái niệm rất thông dụng trong bài thi Nghe. Những đáp án được đưa vào với mục đích gây nhiễu thông tin và khiến cho thí sinh lựa chọn sai. Các thông tin gây nhiễu này trong từng dạng sẽ có sự khác biệt:

+ Dạng 1: ‘*distractors*’ sẽ là các các toà nhà dư ra trên bản đồ (*extra buildings*)

Label the map below.

Write the correct letter, A–I, next to Questions 14–20.

Proposed traffic changes in Granford

14

New traffic lights

.....

15

Pedestrian crossing

.....

16

Parking allowed

.....

17

New 'No Parking' sign

.....

18

New disabled parking spaces

.....

19

Widened pavement

.....

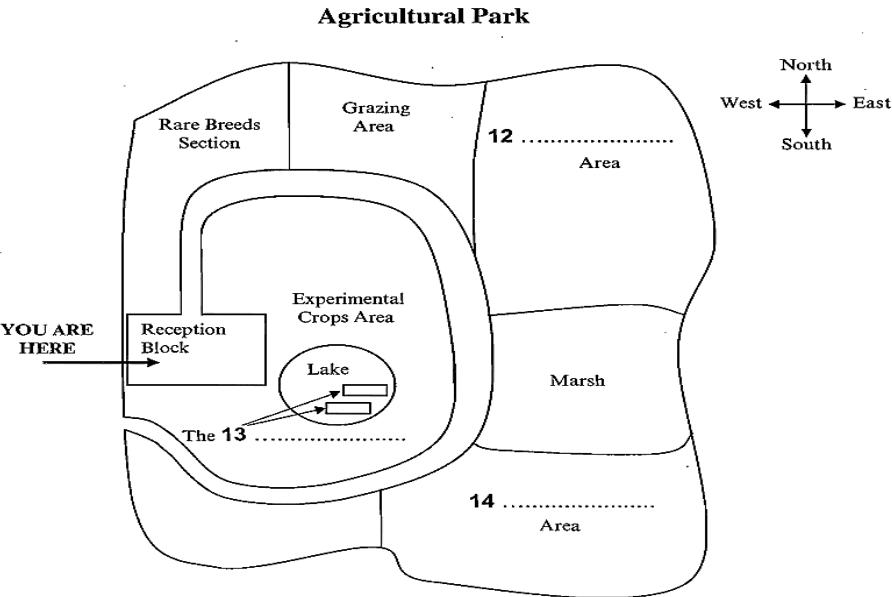
20

Lorry loading/unloading restrictions

.....

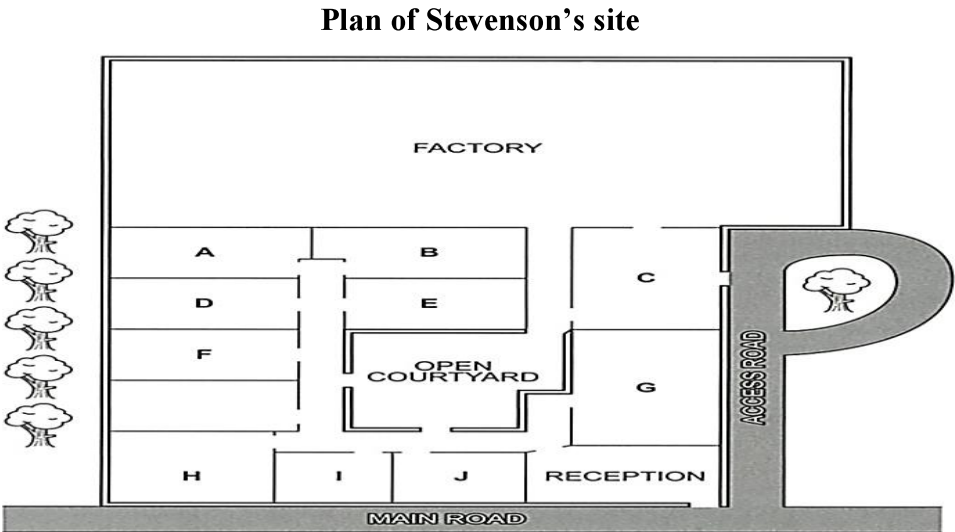
+ Dạng 2: ‘*distractors*’ sẽ là các thông tin nền về các địa điểm hay là các tên dư ra trong khung lựa chọn (*extra names*)

Write **NO MORE THAN TWO WORDS** for each answer.



Luyện tập 3 (Track 3)
Questions 15-20

Label the map below. Write the correct letter, A-J, next to Questions 15-20.



- 15 coffee room
- 16 warehouse

- 17 staff canteen
- 18 meeting room
- 19 human resources
- 20 boardroom

3.4. Dạng câu hỏi ‘Sentence completion’

Thí sinh phải viết câu trả lời ngắn sử dụng thông tin từ bài nghe đối với các câu hỏi được đưa ra ở đề bài. Thí sinh sẽ bị mất điểm nếu đưa ra đáp án không nằm trong phạm vi số lượng từ và chữ số mà đề bài yêu cầu.

Questions 21–23

Complete the information below.

*Write **NO MORE THAN TWO WORDS** for each answer.*

How to get academic credit for work experience

First, read the **21** _____. Find courses that match your work experience. Then write **22** _____ of your work experience. Submit that together with a letter from your **23** _____ to the university admissions office.

Một số gợi ý cho cách làm dạng bài này:

- Việc quan trọng đầu tiên đó là đọc kỹ câu hỏi và yêu cầu của đề bài.
Đọc câu trả lời để hiểu ý nghĩa của các câu hỏi và luyện tập dự đoán câu trả lời.
- Trong quá trình nghe, hãy tập trung 100% để không bị mất thông tin.
- Kiểm tra lại ngữ pháp và từ vựng để chắc chắn đã hoàn thành đúng tiêu chí của đề bài và không sai chính tả.
- Thí sinh cần đọc kỹ câu hỏi và chú ý số từ cần điền ở trên. Nếu đủ thời gian, gắng hiểu nghĩa của câu hỏi và tìm từ khóa quan trọng và gạch chân từ đó.
- Thí sinh có thể đoán được loại từ và có thể là chia theo thì thời phù hợp trong một số trường hợp. Nếu không đoán được thì đừng cố quá, hãy ghi nhớ ý nghĩa câu rồi luyện tập nghe dần.
- Thí sinh chú ý đến những từ xuất hiện trước và sau khoảng chỗ trống vì đó có thể là manh mối để thí sinh biết được đáp án, khi nghe nên chú ý nhiều đến các từ này.

- Chú ý những từ chuyển hướng như *but, although, however...* vì đây là dấu hiệu ý nghĩa câu sẽ được thay đổi và có thể ảnh hưởng đến câu trả lời cuối cùng. Nhưng không phải lúc nào các từ này xuất hiện thì đáp án là câu sau mà có thể vẫn là câu trước.

Luyện tập 4 (Track 4)

Questions 1- 8

Complete the sentences using **no more than two words and/or a number**.

1. Specialists in fireworks include to create special effects.
2. Fireworks are made by putting all materials in a
3. Fireworks were invented by the
4. The first firework created a loud
5. Fireworks appeared in Europe by the
6. The firework launches high into the air and explodes at a certain height.
7. The long tube fireworks are called
8. is used to create a bright white light.

3.5. Dạng câu hỏi ‘Form, note, table, flow-chart, summary completion’

Đề bài yêu cầu thí sinh điền vào các khoảng trống trong dàn ý của một phần hoặc toàn bộ bài nghe. Dàn ý sẽ tập trung vào các ý chính hoặc các sự việc trong văn bản.

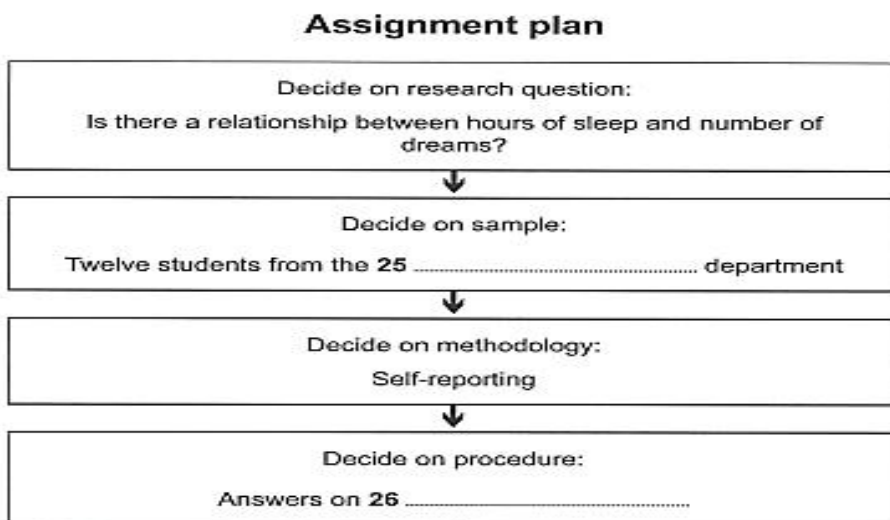
Dạng bài này có các hình thức như sau:

- Một biểu mẫu: ghi lại các chi tiết thực tế
- Một tập hợp các ghi chú: tóm tắt bất kỳ thông tin nào bằng các sử dụng bố cục cho thấy các mục liên quan đến nhau
- Một bảng: tóm tắt thông tin liên quan đến các danh mục rõ ràng. Ví dụ: địa điểm, thời gian, giá cả ...
- Biểu đồ luồng: tóm tắt một quá trình có các giai đoạn rõ ràng, hướng của quá trình được hiển thị bằng mũi tên.

Ví dụ:

Complete the flow chart below.

Write **ONE WORD ONLY** for each answer.



Một số gợi ý cho cách làm dạng bài này:

Bước 1: Khoanh tròn số từ cần điền và để ý yêu cầu của đề bài

Ví dụ: “Complete the form below. Write one word and/or a number for each answer.”

Trong ví dụ trên, *one word and/or a number* là giới hạn từ. Đề bài yêu cầu thí sinh chỉ được viết 1 từ và/hoặc 1 số.

hoặc: “Write no more than three words and/or a number for each answer.”

Với đề bài này, *no more than three words and/or a number* là giới hạn từ, thí sinh được viết tối đa 3 từ và/ hoặc 1 số.

Các từ có dấu gạch ngang ở giữa sẽ được tính là 1 từ.

Ví dụ: mother-in-law (mẹ chồng/mẹ vợ), easy-going (dễ tính)...

Bước 2: Để ý khoảng trống thí sinh cần điền và gạch chân từ chìa khóa

Thí sinh cần đọc kỹ những chữ in đậm, tiêu đề của mỗi cột, xem mỗi cột tương ứng với cái gì.

Bước 3: Lựa chọn đáp án và đọc kỹ những từ vệ tinh

Thí sinh cần nghe thật kỹ, không để sót, không để bị lừa, không để bị lỡ thông tin. Hãy lưu ý và nghe kỹ những từ xuất hiện xung quanh khoảng trống, những giới từ ví dụ như *of, about, for...* Đây là những từ quan trọng có thể

nghe trong bài. Thông thường những giới từ (khoảng 60%) sẽ giữ nguyên trong bài nghe, nên thí sinh cần nghe kỹ và ghi nhớ giới từ và những từ xung quanh khoảng trống (những từ vệ tinh).

Bước 4: Kiểm tra đáp án

Kiểm tra xem từ này có cần “s” hay không, kiểm tra lại từ đã điền đã phù hợp với loại từ cần điền vào chưa.

Kiểm tra xem đáp án đã điền có phải là đáp án cuối cùng hay chưa. Trong bài nghe thường sẽ xuất hiện những đáp án gây nhiễu. Để xác định được đáp án chính xác, thí sinh hãy chú ý lắng nghe những từ nối như “*but*”, “*however*”, “*so*” ...

Kiểm tra xem đáp án ghi trong tờ đề khớp với đáp án trong Phiếu trả lời (*answer sheet*) chưa và đúng chính tả chưa ...

Nếu phân vân giữa 2 đáp án, thí sinh nên nhìn những đáp án xung quanh để lựa chọn, khả năng đúng sẽ cao hơn, hoặc dùng phương pháp loại trừ vào phút cuối.

Luyện tập 5.1 (Track 6)

Questions 31-40

Complete the notes below. Write **ONE WORD ONLY** for each answer.

Stoicism

Stoicism is still relevant today because of its **31** appeal.

Ancient Stoics

- Stoicism was founded over 2,000 years ago in Greece.
- The Stoics’ ideas are surprisingly well known, despite not being intended for **32**

Stoic principles

- Happiness could be achieved by leading a virtuous life.
- Controlling emotions was essential.
- Epictetus said that external events cannot be controlled but the **33** people make in response can be controlled.
- A Stoic is someone who has a different view on experiences which others would consider as **34**

The influence of Stoicism

- George Washington organised a **35** about Cato to motivate his men.
- The French artist Delacroix was a Stoic.
- Adam Smith's ideas on **36** were influenced by Stoicism.
- Some of today's political leaders are inspired by the Stoics.
- Cognitive Behaviour Therapy (CBT)
 - the treatment for **37** is based on ideas from Stoicism
 - people learn to base their thinking on **38**
- In business, people benefit from Stoicism by identifying obstacles as **39**

Relevance of Stoicism

- It requires a lot of **40** but Stoicism can help people to lead a good life.
- It teaches people that having a strong character is more important than anything else.

Luyện tập 5.2 (Track 7)

Questions 25-30

Complete the flow chart below. Write **ONE WORD ONLY** for each answer.

Assignment plan

Decide on research question:

Is there a relationship between hours of sleep and number of dreams?



Decide on sample:

Twelve students from the **25** department



Decide on methodology:

Self-reporting



Decide on procedure:

Answers on **26**



Check ethical guidelines for working with **27**

Ensure that risk is assessed and **28** is kept to a minimum



Analyse the results

Calculate the correlation and make a **29**



30 the research

3.6. *Dạng câu hỏi 'Short answer'*

Đề bài là các câu tóm tắt thông tin chính từ tất cả nội dung của bài nghe hoặc một phần trong đó. Thí sinh điền vào khoảng trống trong mỗi câu bằng cách sử dụng thông tin từ bài nghe. Đề bài sẽ giới hạn số lượng từ hoặc chữ số được điền vào bài.

Ví dụ:

SECTION 2

Questions 11 – 16

Answer the questions below.

*Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.*

What **TWO** factors can make social contact in a foreign country difficult?

- **11**
- **12**

Which types of community group does the speaker give examples of?

- theatre
- **13**
- **14**

In which **TWO** places can information about community activities be found?

- **15**
- **16**

Một số gợi ý cho cách làm dạng bài này:

Bước 1: Khoanh tròn số từ cần điền

Ví dụ khi yêu cầu của đề bài như sau: NO MORE THAN TWO WORDS AND/OR A NUMBER nghĩa là số (*number*) được coi như 1 từ (*word*).

Hãy cẩn thận với yêu cầu của đề bài để tránh mất điểm khi viết câu trả lời trong Phiếu trả lời.

Bước 2: Khoanh tròn từ để hỏi

Có một số từ để hỏi cơ bản như “5W-1H”: *Why, What, Where, When, Who* và *How*. Nhưng khi nhìn những câu hỏi trong bài thi, thí sinh nên khoanh những gì cụ thể hơn.

Bước 3: Dự đoán trước câu trả lời

Thí sinh có thể dự đoán câu trả lời dựa trên các từ liên quan ở câu hỏi hoặc các thông tin trong đề bài.

Bước 4: kiểm tra lại đáp án

Kiểm tra kỹ xem đáp án có cần mạo từ “*a*” hay “*an*” “*the*” không. Ví dụ: *a book, the park, The Secret Garden* (tên riêng của sách), nếu có thì mạo từ cũng được tính là 1 từ (*ONE WORD*), cho nên thí sinh phải kiểm tra lại yêu cầu đề bài về số lượng từ cần điền. Thông thường, tên riêng có “*the*” như trên thì thí sinh cần để ý.

Kiểm tra xem có cần “*s*” hay không, hãy ôn tập kỹ những danh từ đếm được số nhiều, danh từ không đếm được, danh từ không thể thêm “*s*” được, danh từ/ cụm danh từ bắt buộc luôn phải có “*s*”.

Luyện tập 6 (Track 8)

Questions 1-5

Answer these questions. Write no more than two words and/or number.

1. How many children does Nadiya have?
2. In what year did she enter The Great British Bake Off?
3. Which competition did launch Nadiya into her career?
4. What is the name of the tour on which the BCC documentary followed Nadiya around Bangladesh?
5. What is Nadiya's job in the Times magazine?

4. Bài thi Đọc

Bài thi Đọc có thời gian trong vòng 60 phút với 3 bài đọc có độ dài khoảng 700-800 chữ và 40 câu hỏi. Những câu hỏi không được chia đều theo mỗi bài đọc mà có sự cân chỉnh riêng. Để đạt được điểm 5.0, thí sinh phải trả lời đúng từ 16-19 câu.

Các bài đọc được lấy từ các nguồn là sách, báo, tạp chí ... Nội dung là về các chủ đề học thuật và kiến thức chung, dành cho đối tượng không chuyên đọc hiểu được. Các bài đọc có nội dung từ mô tả đến câu chuyện thực tế, phân tích chủ đề học thuật đó. Mỗi bài đọc có thể được kèm với sơ đồ, đồ thị, hình minh họa để thí sinh hiểu hơn đồng thời làm bài thi thể hiện sự hiểu biết của thí sinh đối với những gì được ghi trên bài đọc và hình. Nếu bài đọc có từ ngữ học thuật thì thí sinh sẽ được cung cấp chú thích để chắc chắn hiểu được nội dung.

Một số dạng bài và một số thủ thuật làm bài để đạt tối thiểu điểm 5.0 được trình bày dưới đây.

4.1. Dạng câu hỏi ‘Multiple choice’

Bài thi yêu cầu thí sinh phải lựa chọn đáp án đúng nhất từ 4 phương án A, B, C, D hoặc hai đáp án từ năm phương án A, B, C, D, E hoặc ba câu trả lời từ bảy phương án A, B, C, D, E, F, G.

Ví dụ:

Questions 1 – 5

Choose the correct letter, A, B, C or D.

Write your answers in boxes 1-5 on your answer sheet.

1 The global increase in greenhouse gases has been attributed to

- A** industrial pollution in developing countries.
- B** coal mining and electricity generation.
- C** reduced rainfall in many parts of the world.
- D** trends in population and lifestyle.

2 The proportion of all greenhouse gases created by coal is approximately

- A** 14 per cent.
- B** 18 per cent.
- C** 27 per cent.
- D** 90 per cent.

Hướng dẫn làm bài thi:

- Chú ý thông tin chi tiết;

- Tập trung vào từ chìa khóa của câu hỏi để từ đó xác định đúng đoạn văn cần đọc của bài và tìm đoạn văn có chứa thông tin về từ chìa khóa đó.

- Các câu hỏi sẽ theo trật tự đoạn văn nên thí sinh bắt đầu đọc lướt bài đọc để xác định các đoạn văn đúng.

- Chú trọng đọc lại bài đọc lần nữa cẩn thận, đọc lại câu hỏi-đọc từng lựa chọn mà thí sinh đã xác định ở bước 3 để loại trừ.

- Thí sinh xác định câu trả lời là Dữ liệu (*facts*) hay Ý kiến (*opinion*)

- Loại bỏ đáp án sai để chọn đáp án đúng.

Luyện tập 1

Genetically Modified Food

Genetically modified food is produced from plants which have had their genes tweaked in the lab. Scientists “cut and paste” a gene from another organism into a plant’s DNA to give it a new characteristic. This can be to increase yield or to allow the plant to exist in a more hostile environment than normal. Pro-GM scientists say this means cheaper more plentiful food but opponents argue we do not know the consequences of meddling with nature.

Farmers have modified their crops for thousands of years by crossing similar species. However, modern GM is controversial. Critics say the modified crops could “escape” and cross with wild plants, with unknown consequences. They also argue that more chemicals are used on some GM fields which may have a negative impact on wildlife. And while no study has found GM food to be harmful to humans, opponents say it is too soon to be sure.

A group of biotechnology experts say it is time to loosen Europe’s draconian regulations on genetically modified crops. In a report released today they argue that genetically modified crops have been used safely for decades, so no longer need to be automatically treated as unsafe. They also say that genetically modified crops should be reclaimed from multinational companies and treated as a public good.

Questions 1-5. Choose the best answer A-C.

1. The genetic makeup of GM foods has been ...

A) twisted.

B) altered.

C) cut.

2. By genetically engineering plants, they are ...
 - A) likely to increase in size.
 - B) able to produce more.
 - C) not able to exist in difficult conditions.
3. One issue with GM plants is the potential to ...
 - A) breakout causing undetermined consequences.
 - B) infect wild plants with unknown results.
 - C) cross pollinate.
4. It is thought, by specialists in biotechnology that policies governing GM crops should be ...
 - A) tightened.
 - B) relaxed.
 - C) reviewed.
5. GM foods ought to be ...
 - A) reclaimed for the use of multinational companies.
 - B) used safely.
 - C) no longer privatised.

4.2. Dạng câu hỏi ‘True, False and Not Given’ hoặc ‘Yes, No, Not Given’

Đây là dạng bài yêu cầu thí sinh phải quyết định thông tin được đưa ra ở câu hỏi là Đúng (*True/Yes*) hay Sai (*False/No*) hoặc là thông tin không có trong bài đọc (*Not Given*). Dạng câu hỏi này sẽ cho thí sinh 1 danh sách các câu hỏi, và thí sinh cần chọn thông tin đó là Đúng-Sai-Không được đưa ra.

Thông thường có 2 loại câu hỏi cho dạng đề này:

1. *True/False/Not given*: là dạng cần dựa vào dữ liệu thực tế có trong bài

Dấu hiệu nhận biết: *Do the following statements agree with the information given in Reading...?*

Ví dụ:

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1–7 on your answer sheet, write

TRUE	if the statement agrees with the information
FALSE	if the statement contradicts the information
NOT GIVEN	if there is no information on this

- 1 Polar bears suffer from various health problems due to the build-up of fat under their skin.
- 2 The study done by Liu and his colleagues compared different groups of polar bears.
- 3 Liu and colleagues were the first researchers to compare polar bears and brown bears genetically.

2. *Yes/No/Not given*: là dạng cần suy luận theo ý kiến, quan điểm của tác giả

Dấu hiệu nhận biết: *Do the following statements agree with the claims/views of the writer in ...?*

Ví dụ:

Do the following statements agree with the views of the writer in Reading Passage 2?

In boxes 23–26 on your answer sheet, write

YES	<i>if the statement agrees with the views of the writer</i>
NO	<i>if the statement contradicts the views of the writer</i>
NOT GIVEN	<i>if it is impossible to say what the writer thinks about this</i>

- 23 The medium we use to read can affect our choice of reading content.
- 24 Some age groups are more likely to lose their complex reading skills than others.
- 25 False information has become more widespread in today's digital era.
- 26 We still have opportunities to rectify the problems that technology is presenting.

Ở đây:

True- Nếu thông tin câu hỏi được đưa ra có trong bài thì là đúng

False-Nếu thông tin câu hỏi được đưa ra trái ngược với thông tin trong bài

Not Given: Nếu thông tin được đưa ra không có trong bài hoặc không xác định được

(Yêu cầu của đề bài là *True/False* thì phải ghi đúng *True/False*; *Yes/No* cũng vậy)

Khi làm các bài đọc dạng ‘Identifying information’ (*True / False / Not Given-Quyết định xem thông tin trong câu hỏi là Đúng, Sai hay Không được đề cập đến*) và ‘Identifying writer’s views/claims’ (*Yes / No / Not Given-Quyết định xem ý kiến nêu trong câu hỏi là Có, Không hay Không được đề cập đến*), thí sinh hãy chú ý những điểm sau:

- Đa phần các câu hỏi *Yes/No/Not given* và *True/False/Not given* sẽ theo thứ tự thông tin trong bài đọc, nên khi khoanh vùng, thí sinh phải đánh dấu vào bài đọc để biết mình chứng, cơ sở (*evidence*) của câu đó ở đâu. Đến khi khoanh vùng thông tin cho câu tiếp theo thì cứ đi tiếp xuống chứ không cố tìm khắp nơi trong bài đọc.

- Đọc tất cả các câu hỏi và cố gắng hiểu ý toàn câu thay vì chăm chăm tìm từ chìa khóa. Đặc biệt chú ý những từ quan trọng như các từ chỉ tần suất. Chỉ cần có một số từ như thế này sẽ thay đổi toàn bộ nghĩa của câu “*some, all,*

mainly, often, always and occasionally.” Ví dụ ‘Coca-Cola has always made its drinks in the U.S.A.’ sẽ có nghĩa khác với ‘Coca-Cola has mainly made its drinks in the U.S.A.’

- Tập trung vào câu hỏi rồi so sánh với phần chứa thông tin để xác định đáp án. Nhớ rằng ý nghĩa cần đúng chính xác với thông tin trong bài, nếu chỉ tương tự vẫn là Sai.

- Nếu không thấy thông tin trong bài thì hãy chọn ‘*Not Given*’, đừng tốn thêm thời gian. Nếu sau khi làm xong và còn thừa thời gian thì thí sinh xem lại để chắc chắn hơn.

- Nếu thí sinh không thực sự chắc câu trả lời hoặc không tìm thấy câu trả lời cho câu hỏi đó thì hãy chọn ‘*Not given*’.

- Số lượng các câu ‘*Yes/True, No/False*’ và ‘*Not given*’ không đều nhau nhưng chắc chắn cả 3 loại này đều có xuất hiện.

Luyện tập 2.1:

The Thames Tunnel

The Thames Tunnel was a tunnel built under the River Thames in London. It was the first subaqueous tunnel ever built and many believed it was the Eighth Wonder of the World at the time it was opened. It was opened in 1843 to pedestrians only and people came from far and wide to see the marvel. The day it was first opened, it attracted fifth thousand people to enter the tunnel and walk its length of almost 400 metres. The Thames Tunnel was used by people from all classes. The working class used it for its functional use of crossing from one side of the river to another, while for the middle classes and upper classes, it was a tourist experience. In the age of sail and horse-drawn coaches, people travelled a long way to visit the tunnel, but this was not enough to make the tunnel a financial success. It had cost over £500,000 to complete which in those days was a considerable amount of money. However, even though it attracted about 2 million people each year, each person only paid a penny to use it. The aim had been for the tunnel to be used by wheeled vehicles to transport cargo so that it could bring in a profit. But this failed and the tunnel eventually became nothing more than a tourist attraction selling souvenirs. In 1865, the tunnel became part of the London Underground railway system which continues to be its use today.

Questions 1-8

Are the following statements True, False or Not Given according to the information in the passage? Write:

TRUE = the statement matches the information in the passage.

FALSE = the statement contradicts the information in the passage.

NOT GIVEN = the information is not found in the passage.

1. The Thames Tunnel was the first tunnel ever built under a river.
2. The Thames Tunnel was the Eighth Wonder of the World.
3. People were drawn from all over to see the Thames Tunnel.
4. The tunnel was particularly popular with the middle and upper classes.
5. People were able to travel by sea or land in those days.
6. The aim of the tunnel was to turn a profit as a tourist attraction.
7. Statues of the tunnel could be bought as souvenirs.
8. The tunnel is no longer used as a pedestrian walkway to cross the river.

Luyện tập 2.2

Read the following passage. Do the statements agree with the views of the writer? Write:

YES if the statement agrees with the views of the writer

NO if the statement contradicts what the writer thinks

NOT GIVEN if it is impossible to know what the writer's point of view is

1. Another name for the East-West trading route is 'silk road'
2. Zhang Qian is admired by Chinese schoolchildren
3. Zhang Qian was a Chinese adventurer
4. At least one German used the silk road in the 19th century
5. Silk was the main material to be traded on this route
6. The silk road was used for trade in natural materials, man-made materials and animals.
7. We know that Zhang Qian was the first person to use the silk road
The Romans may well have used the silk road

8. The reports about a 'stone tower' provide evidence that the Romans used the silk road.
9. Kashgar is a welcoming city

East-West Trading Route

School children in China learn that the opening of the East-West trading route popularly known as the silk road occurred in 139 B.C., when Zhang Qian, the Chinese ambassador-adventurer, travelled westward across the Pamirs, a mountain range in Central Asia. He was the first known Chinese person to do so. The term "silk road" was actually first used late in the nineteenth century by a German geographer, Baron Ferdinand von Richthofen (1833-1905). Silk was not the only material that passed along these routes. Other goods are known to have included ceramics, glass, precious gems and livestock.

However, there are reasons to think that these roads were being used centuries, probably even millennia, earlier than Zhang's expedition. In Roman times, Pliny the Elder reported a 'stone tower' which he said existed on the Pamir Plateau where goods had been traditionally exchanged between traders from the East and the West. In the early second century, MaesTitianus, an ancient Roman- Macedonian traveller, actually reported reaching this famous Stone Tower, but its exact location remains uncertain. According to one theory, it was at Tashkurgan in the Pamirs. (The word 'Tashkurgan' actually means 'stone tower' or 'stone fortress' in the Uyghur language.) Scholars today, however, believe that its location was probably somewhere in the Alay Valley. Whatever the truth about the Stone Tower may be, it seems likely that that some form trade was taking place in this region millennia before more formal recorded trade took place.

On the other hand, it is difficult to believe that people in those times were able to travel such huge distances. Travelling from West to East, the trader first had to cross the Pamir Plateau, through the 20,000-foot-high mountains. If the weather in the mountains had been kind and the journey undertaken in the right season, the eastward bound traveller would then finally

arrive at the Kashgar, a logical place for trade and rest, where they could exchange horses or camels and then start on the return journey back over the mountains before the winter snows started.

It is unlikely that in these earlier times traders or travellers would have continued further eastwards from Kashgar, as they would have had to go round the Taklamakan Desert. Going through it was not an option as its name suggests: it literally means in and you won't come out. Beyond this desert, there still would have remained eight hundred miles of a dangerous journey before they would have found the first true signs of Chinese civilization.

4.3. Dạng câu hỏi 'Matching heading'

Bài thi '*Matching headings*' là dạng bài đưa ra nhiệm vụ cho thí sinh là 5-7 tiêu đề cho các đoạn văn trong bài văn. Hai phần nổi này không giống nhau về số lượng, sẽ có nhiều tiêu đề hơn đoạn văn và thí sinh sẽ phải lựa chọn đề nổi với đúng nội dung của đoạn văn trong bài thi.

Ví dụ:

Reading Passage 2 has seven paragraphs, A–G.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, i–ix, in boxes 14–20 on your answer sheet.

List of Headings

- i The areas and artefacts within the pyramid itself
- ii A difficult task for those involved
- iii A king who saved his people
- iv A single certainty among other less definite facts
- v An overview of the external buildings and areas
- vi A pyramid design that others copied
- vii An idea for changing the design of burial structures
- viii An incredible experience despite the few remains
- ix The answers to some unexpected questions

14 Paragraph A

15 Paragraph B

16 Paragraph C

Hướng dẫn làm bài:

- Xác định ý chính của đoạn văn, phân biệt được ý chính và ý hỗ trợ vì trật tự các câu hỏi sẽ xuất hiện theo thứ tự đoạn văn.

- Đọc hết một lượt tất cả các tiêu đề (*headings*)

- Đọc từng đoạn và xác định câu chủ đề (*topic sentence*) của đoạn đó. Thường câu chủ đề chính là câu mà các tiêu đề diễn đạt lại. Do đó, thí sinh chú ý vào những câu đầu hay cuối của đoạn văn vì đó thường là vị trí của các câu chủ đề.

- Lưu ý vấn đề thời gian vì thí sinh thường dễ bị sa đà khi làm dạng câu hỏi này.

Luyện tập 3

Questions 1-4: Choose the best heading for each section.

Headings:

- i) A theory dismissed
- ii) Marco Polo in China
- iii) Is pasta really Italian?
- iv) China is the origin of pasta
- v) The real origins of pasta
- vi) How Arabs cooked pasta
- vii) The common belief of the origins of pasta

Reading Passage: The History of Pasta

A. Worldwide, pasta has become synonymous with Italian cuisine. Italian immigrants themselves brought pasta everywhere they went. While it is true that the most famous varieties and recipes of cooking pasta really do come from Italy, surprisingly, the actual origin of pasta lies elsewhere!

B. One of the more popular theories of the arrival of pasta in Italy was published in the ‘Macaroni Journal’ by the Association of Food Industries. It states that pasta was brought to Italy by Marco Polo via China. Polo ventured to China in the time of the Yuan Dynasty (1271-1368) and the Chinese had been consuming noodles as early as 3000 B.C. in the Qinghai province. There is even some evidence there of 4,000-year-old noodles made from foxtail and broomcorn millet.

C. Unfortunately, there are problems with this theory, least of which is that the noodles they were making in China aren’t technically considered pasta. Polo also described Chinese noodles as being like “lagana”, which implies he was possibly already familiar with a pasta-like food before going to China. Further, in 1279, there was a Genoese soldier that listed in the inventory of his

estate a basket of dried pasta. Polo did not come back from China until 1295. For those who don't know, Genoa is a sea port in Italy. Further, the modern pasta like we know it was first described in 1154 by an Arab geographer, Idrisi, as being common in Sicily. So Marco Polo could not have brought pasta to Italy via China. It was already in Italy at that time.

D. Most food historians believe that Arabs (specifically from Libya) are to be credited for bringing pasta, along with spinach, eggplant and sugar cane, to the Mediterranean. In the Talmud, written in Aramaic in the 5th century AD, there is a reference to pasta being cooked by boiling. It is thought, then, that pasta was introduced to Italy during the Arab conquests of Sicily in the 9th century AD, which had the interesting side effect of drastically influencing the region's cuisine. It also known that by the 12th century, the Italians had learned from the Arabs methods for drying pasta to preserve it while traveling. Further support for this theory can be found by the fact that, in many old Sicilian pasta recipes, there are Arab gastronomic introductions.

4.4. Dạng câu hỏi ‘Matching features’

Thí sinh được yêu cầu phải nối một danh sách các thông tin với một danh sách lựa chọn. Các lựa chọn là một nhóm đặc điểm rút ra từ văn bản và được xác định bằng các chữ cái khác nhau. Có thể một số lựa chọn sẽ không được hoặc ngược lại có những lựa chọn sẽ được sử dụng nhiều hơn một lần.

Ví dụ:

*Match each statement with the correct person, **A**, **B** or **C**.*

*Write the correct letter, **A**, **B** or **C**, in boxes 23–26 on your answer sheet.*

NB You may use any letter more than once.

- 23** Reintroducing an extinct species to its original habitat could improve the health of a particular species living there.
- 24** It is important to concentrate on the causes of an animal's extinction.
- 25** A species brought back from extinction could have an important beneficial impact on the vegetation of its habitat.
- 26** Our current efforts at preserving biodiversity are insufficient.

List of People	
A	Ben Novak
B	Michael Archer
C	Beth Shapiro

Khi làm dạng bài này, thí sinh cần chú ý:

- Xác định ngữ cảnh-không nổi từ (*word match*)

- Đọc thông tin trong câu hỏi

- Khoanh vùng và xác định thông tin trong bài

- Tìm từ đồng nghĩa thay vì tìm từ đúng chính xác trong câu hỏi sẽ giúp thí sinh chọn đáp án đúng hơn vì hầu hết bài đọc sẽ thay thế từ đồng nghĩa.

Luyện tập 4

Storytelling, from Prehistoric, Craves to Modern Cinemas

A. It was told, we suppose, to people crouched around a fire: a tale of adventure, most likely -relating some close encounter with death: a remarkable hunt, an escape from mortal danger; a vision, or something else out of the ordinary. Whatever its thread, the weaving of this story was done with a prime purpose. The listeners must be kept listening. They must not fall asleep. So, as the story went on, its audience should be sustained by one question above all: What happens next?

B. The first fireside stories in human history can never be known. They were kept in the heads of those who told them. This method of storage is not necessarily inefficient. From documented oral traditions in Australia, the Balkans, and other parts of the world we know that specialized storytellers and poets can recite from memory literally thousands of lines, in verse or prose, verbatim-word for word. But while memory is rightly considered an art in itself, it is clear that a primary purpose of making symbols is to have a system of reminders or mnemonic cues-signs that assist us to recall certain information in the mind's eye.

C. In some Polynesian communities, a notched memory stick may help to guide a storyteller through successive stages of recitation. But in other parts of the world, the activity of storytelling historically resulted in the development or even the invention of writing systems. One theory about the arrival of literacy in ancient Greece, for example, argues that the epic tales about the Trojan War and the wanderings of Odysseus traditionally attributed to Homer were just so enchanting to hear that they had to be preserved. So the Greeks, 750-700 B.C. borrowed an alphabet from their neighbors in the eastern Mediterranean, the Phoenicians.

D. The custom of recording stories on parchment and other materials can be traced in many manifestations around the world, from the priestly papyrus archive of ancient Egypt to the birch-bark scrolls on which the North American Ojibway Indians set down their creation myth. It is a well-tried and universal practice: so much so that to this day storytime is probably most often associated with words on paper. The formal practice of narrating a story aloud would seem-so we assume-to have given way to newspapers, novels, and comic strips. This, however, is not the case. Statistically, it is doubtful that the majority of humans currently rely upon the written word to get access to stories. So what is the alternative source?

E. Each year, over 7 billion people will go to watch the latest offering from Hollywood. Bollywood and beyond. The supreme storyteller of today is cinema. The movies, as distinct from still photography, seem to be an essentially modern phenomenon. This is an illusion, for there are, as we shall see, certain ways in which the medium of film is indebted to very old precedents of arranging ‘sequences’ of images. But any account of visual storytelling must begin with the recognition that all storytelling beats with a deeply atavistic pulse: that is, a ‘good story’ relies upon formal patterns of plot and characterization that have been embedded in the practice of storytelling over many generations.

F. Thousands of scripts arrive every week at the offices of the major film studios. But aspiring screenwriters really need to look no further for essential advice than the fourth-century BC Greek Philosopher Aristotle. He left some incomplete lecture notes on the art of telling stories in various literary and dramatic modes, a slim volume known as the *Poetics*. Though he can never have envisaged the popcorn-fuelled actuality of a multiplex cinema, Aristotle is almost prescient about the key elements required to get the crowds flocking to such a cultural hub. He analyzed the process with cool rationalism. When a story enchants us, we lose the sense of where we are; we are drawn into the story so thoroughly that we forget it is a story being told. This is, in Aristotle’s phrase, ‘the suspension of disbelief’.

G. We know the feeling. If ever we have stayed in our seats, stunned with grief, as the credits roll by, or for days after seeing that vivid evocation of

horror have been nervous about taking a shower at home, then we have suspended disbelief. We have been caught, or captivated, in the storyteller's wet). Did it all really happen? We really thought so for a while. Aristotle must have witnessed often enough this suspension of disbelief. He taught at Athens, the city where theater developed as a primary form of civic ritual and recreation. Two theatrical types of storytelling, tragedy, and comedy, caused Athenian audiences to lose themselves in sadness and laughter respectively. Tragedy, for Aristotle, was particularly potent in its capacity to enlist and then purge the emotions of those watching the story unfold on the stage, so he tried to identify those factors in the storyteller's art that brought about such engagement. He had, as an obvious sample for analysis, not only the fifth-century BC masterpieces of Classical Greek tragedy written by Aeschylus, Sophocles and Euripides. Beyond them stood Homer, whose stories even then had canonical status: The Iliad and The Odyssey were already considered literary landmarks-stories by which all other stories should be measured. So what was the secret of Homer's narrative art?

H. It was not hard to find. Homer created credible heroes. His heroes belonged to the past, they were mighty and magnificent, yet they were not, in the end, fantasy figures. He made his heroes sulk, bicker, cheat, and cry. They were, in short, characters-protagonists of a story that an audience would care about, would want to follow, would want to know what happens next. As Aristotle saw, the hero who shows a human side some flaw or weakness to which mortals are prone is intrinsically dramatic.

Questions 1-4. Classify the following information as referring to. Write the correct letter, **A**, **B** or **C** next to the number **1-4** on your answer sheet. You can use a letter more than once.

A. adopted the writing system from another country

B. used organic materials to record stories

C. used tools to help to tell stories

1 ____ Egyptians

2 ____ Ojibway

3 ____ Polynesians

4 ____ Greek

4.5. Dạng câu hỏi ‘Matching information’

Thí sinh được yêu cầu tìm thông tin cụ thể trong các đoạn văn hoặc phần có chữ cái của văn bản. Dạng bài này có những yêu cầu tìm các thông tin khác nhau như: chi tiết cụ thể, ví dụ, lý do, mô tả, so sánh, tóm tắt, giải thích.

Ví dụ:

Questions 14 – 19

Sample Passage 7 has eight paragraphs labelled A-H.

Which paragraphs contains the following information?

Write the correct letter A-H in boxes 14-19 on your answer sheet.

NB You may use any letter more than once.

- | | |
|-----------|---|
| 14 | a comparison of past and present transportation methods |
| 15 | how driving habits contribute to road problems |
| 16 | the relative merits of cars and public transport |
| 17 | the writer's prediction on future solutions |
| 18 | the increasing use of motor vehicles |
| 19 | the impact of the car on city development |

Khi làm dạng bài này thí sinh chú ý:

- Chọn thông tin tương ứng với với sự xuất hiện ở từng đoạn trong bài.
- Các đoạn sẽ được đánh dấu bằng các chữ A, B, C, D, ...
- Câu hỏi sẽ KHÔNG sắp xếp theo trình tự trong bài đọc
- Số câu hỏi thường sẽ ít hơn số đoạn vì thế một vài đoạn văn sẽ không có câu trả lời.

- Những từ được sử dụng trong câu hỏi thường sẽ khác với những từ trong bài

Bên cạnh đó thí sinh cần:

- Đọc lướt để nắm được ý chính của cả bài cũng như từng đoạn
- Lựa chọn và gạch chân những từ chìa khóa dễ nhận thấy (thường là những từ cụ thể như *a person, a policy, a disease, an invention...*)
- Tìm kiếm những từ chìa khóa đã gạch chân hoặc từ đồng nghĩa của chúng trong bài.
- Cần chú ý phân biệt với dạng bài ‘*Matching headings*’ vì dạng câu hỏi này chỉ yêu cầu thí sinh tìm ý chính của đoạn văn trong khi đó ‘*Matching information*’ yêu cầu thí sinh tìm thông tin cụ thể trong đoạn văn.

Thí sinh nên làm bài này sau cùng vì thí sinh cần đọc tất cả các đoạn để tìm kiếm được thông tin phù hợp. Khi làm bài này cuối cùng thí sinh có thể tiết kiệm thời gian và công sức.

Luyện tập 5

Using Web Based Translations in Medical Communication

A. A complex medical and treatment discussion with patients whose knowledge of the local language is inadequate remains challenging. After treating a child whose parents did not speak English, we resorted to the use of a web-based translation tool. We were unsure as to whether Google Translate was accurately translating our complex medical phrases. We aimed to evaluate the accuracy and usefulness of Google Translate in translating common English medical statements.

B. Ten commonly used medical statements were chosen by author consensus. These were translated via Google Translate to 26 languages. Translations only were sent to native speakers of each language and translated back into English by them. The returning English phrases were compared with the originals and assessed for meaning. Minor grammatical errors were accepted but not if the meaning was altered.

C. The results showed that of the ten medical phrases translated by Google translate and then translated back into English, 57.7% were correct and 42.3% were wrong. Out of the 26 languages used, Africa languages scored the lowest, followed by Asian languages. Western European languages were the most accurate. However, there were some serious errors discovered. For instance, “Your child is fitting” translated in Swahili to “Your child is dead”. In Polish “your husband has the opportunity to donate his organs” translated to “your husband can donate his tools”. In Mathi “your husband has had a cardiac arrest” translated to “your husband had an imprisoned heart”.

D. The conclusion drawn is that in today’s world “just google it” is considered to be the answer to everything, but for health related questions this should be treated with caution. Google Translate should not be used for taking consent for surgery, procedures, or research from patients or relatives unless all other avenues to find human translators have been exhausted and the procedure is clinically urgent.

Questions 1-7. In which paragraph (A-D) is the following information found. Letters may be used more than once.

1. When calculating the results, slight mistakes in language, possibly related to syntax or structure of language, were admitted.
2. It is believed that most information and help can be found on google.
3. The aim was to test whether Google Translate could be used reliably for medical communication.
4. Significant mistakes were found in the translations which were web based.
5. The research was conducted after a situation in which a patient's relatives did not speak English.
6. The translate function is not admissible to get people's permission for operations.
7. Accuracy in meaning was essential.

4.6. Dạng câu hỏi 'Matching sentence endings'

Bài này yêu cầu thí sinh kết nối hai câu văn chưa hoàn chỉnh với nhau trong 1 danh sách có những câu chưa hoàn chỉnh (*no endings ~ incomplete sentence*) và 1 danh sách khác là những ý kết câu (*endings*). Thí sinh có nhiệm vụ là dựa vào nội dung bài đọc để nối các phần trong 2 danh sách với nhau thành câu hoàn chỉnh.

Ví dụ:

Questions 8 – 10

Complete each sentence with the correct ending A-J from the box below.

Write the correct letter A-J in boxes 8-10 on your answer sheet.

NB You may use any letter more than once.

8 Passive smoking

9 Compared with a non-smoker, a smoker

10 The American Medical Association

- | | |
|----------|--|
| A | includes reviews of studies in its reports. |
| B | argues for stronger action against smoking in public places. |
| C | is one of the two most preventable causes of death. |
| D | is more likely to be at risk from passive smoking diseases. |

Khi làm dạng bài tập này, thí sinh lưu ý:

- Câu trả lời theo trật tự bài đọc. Vì vậy đáp án cho câu 2 sẽ sau đáp án câu 1.

- Cố gắng đoán nghĩa của câu trước khi nhìn vào ý kết câu (*endings*)

- Đọc đề (*incomplete sentence*) trước khi đọc ý kết câu hoặc bài đọc. Có nhiều ý kết câu nên thí sinh sẽ phí thời gian khi đọc ý kết câu trước.

- Nghĩ những cụm từ đồng nghĩa và cách diễn đạt lại (*paraphrase*) từ vựng trong đề trước khi đọc bài đọc.

- Tất cả những ý kết câu đều xuất hiện trong bài viết tuy nhiên thí sinh không cần đọc hết mà chỉ đọc những câu mà thí sinh nghĩ rằng phù hợp với câu đề (*incomplete sentence*)

- Khi gạch chân từ chìa khóa. Thí sinh nên gạch chân “*names, place names, dates, years ...*” vì chúng dễ trả lời nhất;

- Dùng nhiều thời gian với câu hỏi đầu tiên bởi vì đây là câu hỏi khó nhất. Thí sinh có nhiều lựa chọn khác nhau cho câu hỏi đầu tiên và chắc chắn sẽ khiến thí sinh mất nhiều thời gian. Câu hỏi cuối mất ít nhiều thời gian vì thí sinh còn ít lựa chọn hơn.

Luyện tập 6

The Old Debate: Punish or Rehabilitate

Debates over how to treat prisoners have gone on since imprisonment began: should the prison system leave inmates to fester in cold cells, with punishment and deterrence as the goal of incarceration? Or should it let them wander from classroom to games room, preaching rehabilitation into society as its main aim?

With over 83,000 prisoners currently locked away, England and Wales have a staggering imprisonment rate of 150 per 100,000 of the population. Our prisons have been officially overcrowded since 1994; nearly 14,000 current inmates are serving indeterminate sentences. If lowering the number of criminals is the reason behind imprisonment, recent figures point to a failing system: almost three quarters of under-18s are reconvicted within a year of release. As James Bell, an American lawyer and prison reform activist, said: “As it stands now, justice systems are extremely expensive, do not rehabilitate, but in fact make the people that experience them worse.”

In response to worldwide alarm over the ineffectiveness of how we manage criminals, a growing number of prisons are embracing a new style of

incarceration. By giving inmates more responsibility, comfort, and freedom within the prison walls, governors say they are offering prisoners the chance to change. As the Prison Radio Association spokespeople said: “Reducing re-offending is of benefit to everybody. Equipping prisoners with skills and confidence is crucial in bringing down re-offending rates.”

Complete the sentence by choosing the correct ending.

1. Since prisons were established, it has been considered whether or not ...
2. Putting criminals behind bars to reduce the crime rate is clearly not working...
3. The new approach to dealing with punishment is ...
4. One of the most effective ways to reduce crime figures is to ...

Choose the letter (a-g)

- a) because many under 18's are criminals.
- b) the aim of imprisonment should be to put people off committing crime or to rehabilitate them.
- c) in answer to the lack of success with the way criminals are currently dealt with.
- d) provide equipment to prisoners.
- e) the goal should be to provide warmer cells.
- f) help offenders develop useful skills.
- g) according to the current crime numbers.

4.7. Dạng câu hỏi ‘Sentence completion’

Đây là dạng bài điền từ hoặc/và chữ số vào ô trống với giới hạn số lượng từ và chữ số vào đề bài. Nếu thí sinh viết nhiều hơn số lượng đề bài đã cho thì sẽ bị mất điểm. Dạng bài này không quá khó nhưng thí sinh cần tìm đúng thông tin cũng như chú ý đến ngữ pháp.

Ví dụ:

Questions 38 – 40

Complete the sentences below.

Choose NO MORE THAN TWO WORDS from the text for each answer.

Write your answers in boxes 38–40 on your answer sheet.

- 38** Von Frisch discovered the difference between dance types by changing the position of the
- 39** The dance outside the hive points in the direction of the
- 40** The angle of the dance from the vertical shows the angle of the food from the

Khi làm dạng bài này, thí sinh cần chú ý 6 bước sau để có được đáp án đúng:

Bước 1: Đọc phần hướng dẫn trước, ghi lại số từ mà thí sinh cần phải viết

Bước 2: Đọc câu chưa hoàn chỉnh, đoán từ sẽ là đáp án đúng: loại từ gì, nghĩa có thể..

Bước 3: Đọc những câu chưa hoàn chỉnh, cố gắng đoán từ, dự đoán câu trả lời.

Bước 4: Tìm kiếm từ đồng nghĩa, cụm từ viết lại câu tương ứng từ khóa

Bước 5: thí sinh Scan để tìm từ khóa sau đó xác định câu trả lời

Bước 6: Sửa lại lỗi chính tả.

Thí sinh không nên cố gắng tìm từ giống hệt trong bài đọc và nên đọc các câu hỏi trước khi đọc bài đọc.

Luyện tập 7

Life on Earth

Life on Earth started around 3.8 billion years ago and has since evolved and diversified through the process of natural selection to be adapted to almost every environment possible. There are currently an estimated 1.9 million animals, plants, and other forms of life on Earth.

Life can be found in every nook and cranny/niche of the globe, from the extreme environments of deep-sea hydrothermal vents and the freezing conditions of the Polar Regions to the lush habitats found at the equator.

Looking back through time, by means of the fossil and phylogenetic record, we can see that the Earth has been home to many more species than are alive today. Taking a historical perspective shows that life is constantly evolving, with the success and dominance of different groups waxing and waning over time.

The diversity of life is truly amazing, but all living organisms do share certain similarities. All living organisms can replicate, and the replicator molecule is DNA. As well, all living organisms contain some means of converting the information stored in DNA into products used to build cellular machinery from fats, proteins, and carbohydrates.

Questions 1-4. Complete the sentences. Choose no more than three words and / or a number from the passage for each answer.

1. The world has been developed and changed by for over 3.8 billion years.
2. The past history of the species that used to exist on earth can be found through the record.
3. The coming and going of specific groups and species can illustrate to us that life is forever
4. Without, life forms would not be able to replicate.

4.8. Dạng câu hỏi ‘Summary, Note, Table/Flow Chart Completion’

Đề bài sẽ cung cấp một bản tóm tắt một phần trong bài đọc và thí sinh phải hoàn thành với thông tin rút ra từ bài đọc. Bản tóm tắt thường chỉ gồm một phần của bài đọc hơn là toàn bộ. Thông tin đã cho có thể ở dạng: một số câu văn bản được kết nối (được gọi là tóm tắt), một số ghi chú, một bảng có một số ô trống hoặc một phần trống, một loạt các hộp hoặc các bước được liên kết bằng mũi tên để hiển thị một chuỗi sự kiện với một số bước hoặc số phần trống (được gọi là biểu đồ luồng).

Ví dụ:

Complete the flow-chart below.

Choose **NO MORE THAN TWO WORDS AND/OR A NUMBER** from the passage for each answer.

Write your answers in boxes 34–39 on your answer sheet.

Method of determining where the ancestors of turtles and tortoises come from

tailieutienganh.net | up-to-date IELTS materials

Step 1

71 species of living turtles and tortoises were examined and a total of 34 were taken from the bones of their forelimbs.



Step 2

The data was recorded on a 35 (necessary for comparing the information).

Outcome: Land tortoises were represented by a dense 36 of points towards the top.

Sea turtles were grouped together in the bottom part.

Questions 11–13

Complete the table below.

Write **NO MORE THAN THREE WORDS** for each answer.

Parks and open spaces

Name of place	Of particular interest	Open
Halland Common	source of River Ouse	24 hours
Holt Island	many different 1	between 2 and
Longfield Country Park	reconstruction of a 2,000-year-old 3 with activities for children	daylight hours

Lưu ý khi làm dạng bài này:

- Thí sinh chỉ được sử dụng từ vựng trong đoạn văn để điền vào chỗ trống. Thí sinh không được phép dùng ngôn ngữ của mình để điền vào.

- Câu hỏi xuất hiện theo thứ tự, nói cách khác, phần trả lời câu 2 sẽ nằm sau phần trả lời câu 1 trong bài đọc.

- Phần này khác với hoàn thành câu (*sentence completion*) ở chỗ câu hỏi sẽ không ở dạng câu đầy đủ (ví dụ animal type: ..., size: ...), nên không phải lo lắng về việc sai ngữ pháp trong câu.

Do đó, thí sinh áp dụng các bước sau khi làm bài:

- Đọc kỹ câu hỏi

- Xác định loại từ cần điền vào chỗ trống (danh từ, tính từ, trạng từ ...) và số từ cần điền (1 từ, 2 từ hay 3 từ)

- Tận dụng các hướng mũi tên và các ô thông tin trong bảng quy trình (*flow-chart*) để dò ra thứ tự thông tin, rồi đối chiếu qua bài đọc

- Lựa chọn một vài từ khóa dễ nhận thấy (tên riêng, tên địa danh, thuật ngữ)

- Nếu không có những từ khóa dễ nhận thấy thì nên chọn một từ/cụm từ và dự đoán trước một vài từ đồng nghĩa/trái nghĩa.

- Đọc lướt bài đọc để tìm phần chứa thông tin cần thiết

- Đối chiếu phần chứa thông tin và câu hỏi. Nếu không phù hợp thì quay lại bước trên.

Luyện tập 8

The Importance of Sleep

Sleep plays a vital role in good health and well-being throughout your life. Getting enough quality sleep at the right times can help protect your mental health, physical health, quality of life, and safety.

The way you feel while you're awake depends in part on what happens while you're sleeping. During sleep, your body is working to support healthy brain function and maintain your physical health. In children and teens, sleep also helps support growth and development.

The damage from sleep deficiency can occur in an instant (such as a car crash), or it can harm you over time. For example, ongoing sleep deficiency can raise your risk for some chronic health problems. It also can affect how well you think, react, work, learn, and get along with others.

Questions 1-4 Complete the summary below.

Choose NO MORE THAN TWO WORDS from the passage for each answer.

Why sleep is important

Physical and mental health is at risk without enough **1**. sleep. Furthermore, for adolescents, sleep promotes **2**. and **3**. Lack of sleep can be the cause of **4**. health problems which can also have an impact on important aspects of our lives.

4.9. Dạng câu hỏi ‘Diagram label completion’

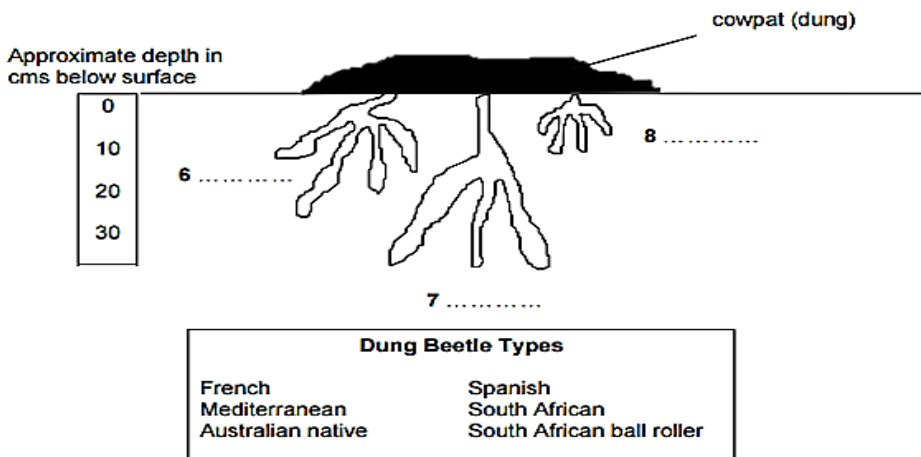
Đây là dạng bài rất phổ biến trong bài thi Đọc. Thí sinh sẽ được cho một biểu đồ tương ứng với đoạn văn và cần điền các từ, thông tin được cho trong đoạn văn vào biểu đồ đó. Câu hỏi dạng này sẽ có 3 loại biểu đồ: *thể hiện quá trình phát triển của một hiện tượng thiên nhiên, bản vẽ kỹ thuật hay biểu đồ thiết kế hoặc một kế hoạch.*

Ví dụ: Biểu đồ thể hiện quá trình phát triển của một hiện tượng thiên nhiên:

Questions 6 – 8

Label the tunnels on the diagram below using words from the box.

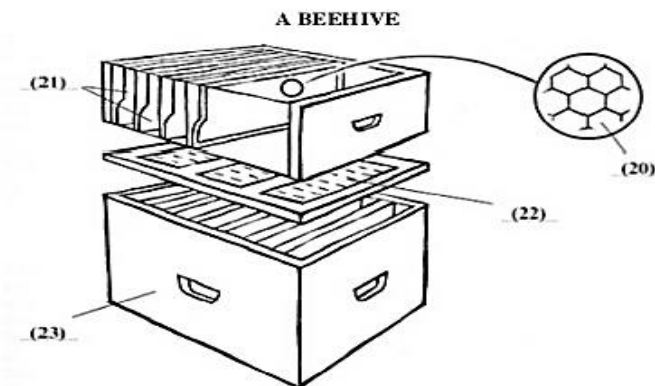
Write your answers in boxes 6-8 on your answer sheet.



Hoặc bản vẽ kỹ thuật:

Questions 20-23

Label the diagram below Choose **ONE OR TWO WORDS** from the Reading Passage for each answer Write your answers in boxes 20-23 on your answer sheet.



Các bước để làm bài dạng này:

Lưu ý, dạng bài này câu hỏi, câu trả lời không theo trật tự của đoạn văn. Tuy nhiên, câu trả lời sẽ nằm tập trung ở 1 đoạn văn nào đó chứ không nằm rải rác trong cả bài đọc.

Bước 1: Đọc hướng dẫn, ghi lại số lượng từ được phép ghi.

Bước 2: Nghiên cứu biểu đồ và cố gắng hiểu ý chính. Lướt qua nhanh.

Bước 3: Gạch chân từ chìa khóa tìm thấy

Bước 4: Phân tích loại từ cần điền và cố gắng đoán câu trả lời

Bước 5: Scan bài văn và xác định thông tin ở đoạn nào

Bước 6: Đọc kỹ đoạn văn đó để tìm câu trả lời

Bước 7: Kiểm tra lại lỗi chính tả và hoàn thành.

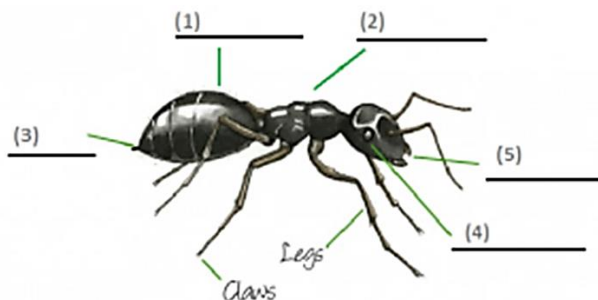
Luyện tập 9

About Ants

There are more than 10,000 known species of ants living throughout the world. Ants can be identified by the constriction that looks like a waist between the abdomen, at the end of the body, and the part of the body called the thorax, which is located before the head. Their bodies are covered with a hard armour called the exoskeleton. While the exoskeleton is their defensive weapon, their rear abdominal stinger is their offensive one. Like other insects, they have six legs; each with three joints. Ants have large heads with compound eyes, elbowed antennae, and powerful pincers known as mandibles. These are an ant's most useful tools which are used for holding, carrying and cutting.

There are three types of adult ants living in the colony: the queen, female ants, and male ants. Queen ants are the largest ants in the colony. They have wings and their purpose is to lay eggs. The queens can live up to 30 years. Depending on the ant species and the nest community size, there may be one or more queens in the colony. The ant life cycle has four stages of development: egg, larva, pupa and adult. The queen lays the eggs, which will hatch into larvae in a couple of days. The helpless larva are fed and groomed by the worker ants until they pass through the pupal stage. In a little more than a week, an adult ant will emerge and the metamorphosis is complete.

Questions 1-5. Complete the diagram below using no more than two words from the passage for each question.



4.10. Dạng câu hỏi ‘Short answer’

Đây là dạng câu hỏi ngắn, đòi hỏi thí sinh phải trả lời theo yêu cầu với thông tin có được từ bài đọc. Dạng bài này vô cùng quan trọng và thường xuất hiện nhiều trong các đề thi.

Ví dụ:

Answer the questions below.

*Choose **NO MORE THAN TWO WORDS** from the passage for each answer.*

Write your answers in boxes 8-13 on your answer sheet.

- 8 Before Perkin's discovery, with what group in society was the colour purple associated?
- 9 What potential did Perkin immediately understand that his new dye had?
- 10 What was the name finally used to refer to the first colour Perkin invented?
- 11 What was the name of the person Perkin consulted before setting up his own dye works?

Lưu ý khi làm dạng bài này:

- Câu hỏi được thực hiện theo trật tự bài đọc nên thí sinh cứ thế mà trả lời câu hỏi kế tiếp.

- Đọc câu hỏi rồi đọc đoạn văn, hiểu rõ ý của câu hỏi rồi mới tìm câu trả lời.

- Chú ý kỹ chỉ dẫn ‘*NO MORE THAN THREE WORDS AND/OR A NUMBER.*’

- Câu trả lời không nhất thiết phải đúng ngữ pháp, chỉ cần đúng ý câu hỏi là được.

- Lấy thông tin từ bài đọc, không trả lời bằng ý kiến cá nhân

- Mẹo nhỏ nhưng không phải là tất cả: Từ chìa khóa trong câu hỏi thường là danh từ (*nouns*) hoặc cụm danh từ (*noun phrases*) nên thí sinh có thể chú trọng tìm phần này trước.

- Khi có từ chìa khóa, luôn nhớ sang từ đồng nghĩa (*synonyms*) và từ có cách diễn đạt khác (*paraphrases*) để tìm thông tin.

Các bước làm bài để đạt điểm cao:

Bước 1: Đọc hướng dẫn, ghi chú giới hạn từ vựng cần trả lời.

Bước 2: Đọc hiểu câu hỏi đề ra.

Bước 3: Gạch chân từ chìa khóa xuất hiện trong câu hỏi.

Bước 4: Nhớ đến từ đồng nghĩa (*synonyms*) và từ có cách diễn đạt khác (*paraphrases*) của từ chìa khóa

Bước 5: Tìm đáp án trong bài đọc với phần chứa thông tin trả lời.

Bước 6: Đọc lại câu hỏi của bài thi.

Bước 7: Đọc đoạn văn có thông tin cho câu trả lời 1 lần nữa để chắc chắn đáp án đúng.

Luyện tập 10

The History of Easter Eggs

Easter eggs, also called Paschal eggs, are special eggs that are often given to celebrate Easter or springtime. The practice of decorating eggshell is ancient. Ostrich eggs with engraved decoration that are 60,000 years old have been found in Africa. In Europe, it was traditional to use dyed and painted chicken eggs at Easter, but a modern custom is to substitute chocolate eggs, or plastic eggs filled with confectionery such as jelly beans.

Easter eggs are a widely popular symbol of new life in Bulgaria, Poland, Romania, Russia, Ukraine, and other Central European countries where they are concealed in the garden for children to find. Eggs, in general, were a traditional symbol of fertility and rebirth. Some magic rituals, these days, often use eggs to promote fertility and restore virility (of the body and mind); and to foresee the future.

Questions 1-3. Answer the questions below. Choose NO MORE THAN TWO WORD from the passage for each answer.

1. What is another name for Easter Eggs?
2. What type of eggs were formerly used at Easter in Europe?
3. What did eggs represent on the whole?

PHẦN 3: MỘT SỐ BÀI THI MẪU
PRACTICE TEST 1
LISTENING

SECTION 1

Questions 1-10

Complete the table below.

Write ONE WORD AND/OR A NUMBER for each answer.

COOKERY CLASSES

Cookery Class	Focus	Other Information
<i>Example</i> The Food ...Studio...	how to 1 and cook with seasonal products	• small classes • also offers 2 classes • clients who return get a 3 discount
Bond's Cookery School	food that is 4	• includes recipes to strengthen your 5 • they have a free 6 every Thursday
The 7 Centre	mainly 8 food	• located near the 9 • a special course in skills with a 10 is sometimes available

SECTION 2

Questions 11-13

Choose the correct letter, **A**, **B** or **C**.

Traffic Changes in Granford

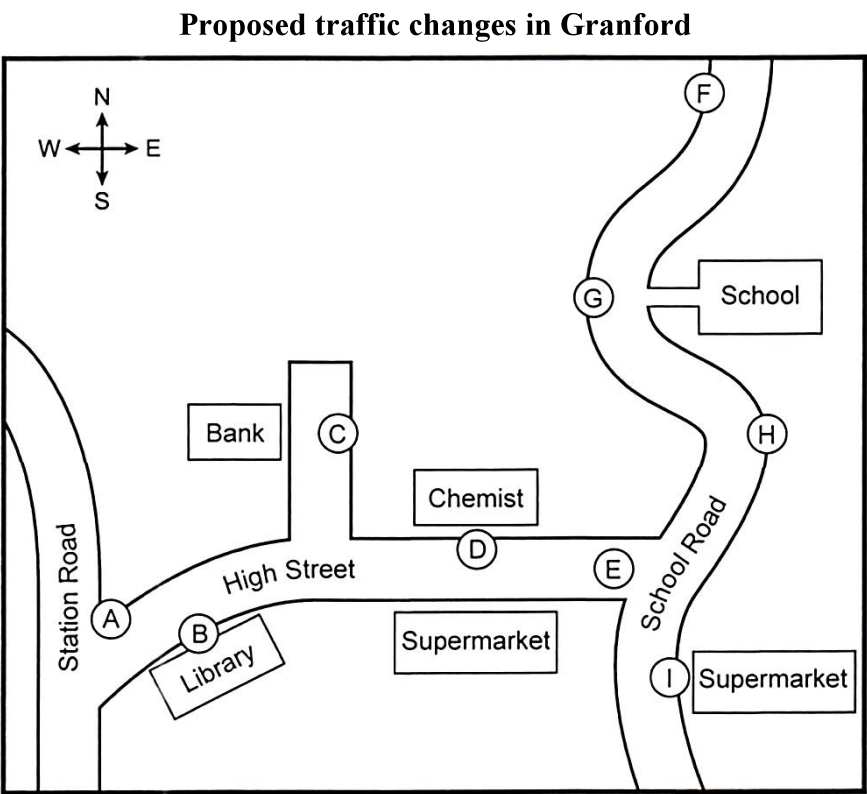
- 11** Why are changes needed to traffic systems in Granford?
- A** The number of traffic accidents has risen.
B The amount of traffic on the roads has increased.
C The types of vehicles on the roads have changed.
- 12** In a survey, local residents particularly complained about...
- A** dangerous driving by parents.
B pollution from trucks and lorries.
C inconvenience from parked cars.

- 13 According to the speaker, one problem with the new regulations will be...
- A raising money to pay for them.
 - B finding a way to make people follow them.
 - C getting the support of the police.

Questions 14-20

Label the map below.

Write the correct letter, A-I, next to Questions 14-20



- 14 New traffic lights
- 15 Pedestrian crossing
- 16 Parking allowed
- 17 New 'No Parking' sign
- 18 New disabled parking spaces
- 19 Widened pavement
- 20 Lorry loading/unloading restrictions

SECTION 3

Questions 21-25

Choose the correct letter, **A**, **B** or **C**.

- 21** Why is Jack interested in investigating seed germination?
- A** He may do a module on a related topic later on.
 - B** He wants to have a career in plant science.
 - C** He is thinking of choosing this topic for his dissertation.
- 22** Jack and Emma agree the main advantage of their present experiment is that it can be...
- A** described very easily.
 - B** carried out inside the laboratory.
 - C** completed in the time available.
- 23** What do they decide to check with their tutor?
- A** whether their aim is appropriate
 - B** whether anyone else has chosen this topic
 - C** whether the assignment contributes to their final grade
- 24** They agree that Graves' book on seed germination is disappointing because...
- A** it fails to cover recent advances in seed science.
 - B** the content is irrelevant for them.
 - C** its focus is very theoretical.
- 25** What does Jack say about the article on seed germination by Lee Hall?
- A** The diagrams of plant development are useful.
 - B** The analysis of seed germination statistics is thorough.
 - C** The findings on seed germination after fires are surprising.

Questions 26-30

Complete the flow-chart below.

Choose **FIVE** answers from the box and write the correct letter, **A-H**, next to Questions 26-30

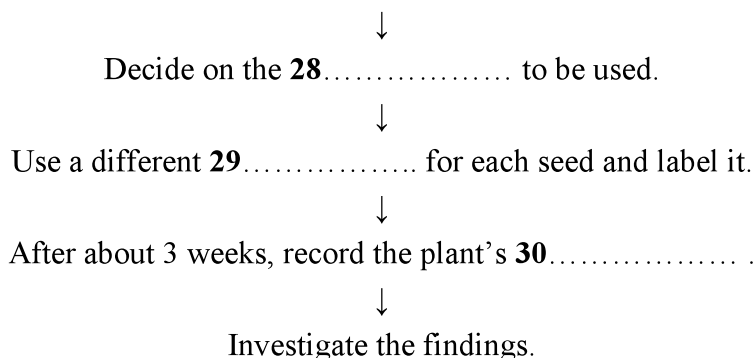
- | | | | |
|--------------------|-----------------|-----------------|--------------------|
| A container | B soil | C weight | D condition |
| E height | F colour | G types | H depths |

Stage in the experiment

Select seeds of different **26**..... and sizes.



Measure and record the **27**..... and size of each one.



SECTION 4

Questions 31-40

Complete the notes below.

*Write **ONE WORD ONLY** for each answer.*

Effects of Urban Environments on Animals

Introduction

Recent urban developments represent massive environmental changes. It was previously thought that only a few animals were suitable for city life, e.g.

- the **31** - because of its general adaptability
- the pigeon-because walls of city buildings are similar to **32**

In fact, many urban animals are adapting with unusual **33**

Recent research

- Emilie Snell-Rood studied small urbanised mammal specimens from museums in Minnesota.
 - She found the size of their **34** had increased.
 - She suggests this may be due to the need to locate new sources of **35** and to deal with new dangers.
- Catarina Miranda focused on the **36** of urban and rural blackbirds.
 - She found urban birds were often braver, but were afraid of situations that were **37**
- Jonathan Atwell studies how animals respond to urban environments.
 - He found that some animals respond to **38** by producing lower levels of hormones.

- Sarah Partan's team found urban squirrels use their **39** to help them communicate.

Long-term possibilities

Species of animals may develop which are unique to cities. However, some changes may not be **40**

READING

READING PASSAGE 1

You should spend about 20 minutes on **Questions 1-13** which are based on Reading Passage 1 below.

Nutmeg - a Valuable Spice

The nutmeg tree, *Myristica fragrans*, is a large evergreen tree native to Southeast Asia. Until the late 18th century, it only grew in one place in the world: a small group of islands in the Banda Sea, part of the Moluccas - or Spice Islands - in northeastern Indonesia. The tree is thickly branched with dense foliage of tough, dark green oval leaves, and produces small, yellow, bell-shaped flowers and pale yellow pear-shaped fruits. The fruit is encased in a flesh husk. When the fruit is ripe, this husk splits into two halves along a ridge running the length of the fruit. Inside is a purple-brown shiny seed, 2-3 cm long by about 2 cm across, surrounded by a lacy red or crimson covering called an 'aril'. These are the sources of the two spices nutmeg and mace, the former being produced from the dried seed and the latter from the aril.

Nutmeg was a highly prized and costly ingredient in European cuisine in the Middle Ages, and was used as a flavouring, medicinal, and preservative agent. Throughout this period, the Arabs were the exclusive importers of the spice to Europe. They sold nutmeg for high prices to merchants based in Venice, but they never revealed the exact location of the source of this extremely valuable commodity. The Arab-Venetian dominance of the trade finally ended in 1512, when the Portuguese reached the Banda Islands and began exploiting its precious resources.

Always in danger of competition from neighbouring Spain, the Portuguese began subcontracting their spice distribution to Dutch traders. Profits began to flow into the Netherlands, and the Dutch commercial fleet

swiftly grew into one of the largest in the world. The Dutch quietly gained control of most of the shipping and trading of spices in Northern Europe. Then, in 1580, Portugal fell under Spanish rule, and by the end of the 16th century the Dutch found themselves locked out of the market. As prices for pepper, nutmeg, and other spices soared across Europe, they decided to fight back.

In 1602, Dutch merchants founded the VOC, a trading corporation better known as the Dutch East India Company. By 1617, the VOC was the richest commercial operation in the world. The company had 50,000 employees worldwide, with a private army of 30,000 men and a fleet of 200 ships. At the same time, thousands of people across Europe were dying of the plague, a highly contagious and deadly disease. Doctors were desperate for a way to stop the spread of this disease, and they decided nutmeg held the cure. Everybody wanted nutmeg, and many were willing to spare no expense to have it. Nutmeg bought for a few pennies in Indonesia could be sold for 68,000 times its original cost on the streets of London. The only problem was the short supply. And that's where the Dutch found their opportunity.

The Banda Islands were ruled by local sultans who insisted on maintaining a neutral trading policy towards foreign powers. This allowed them to avoid the presence of Portuguese or Spanish troops on their soil, but it also left them unprotected from other invaders. In 1621, the Dutch arrived and took over. Once securely in control of the Bandas, the Dutch went to work protecting their new investment. They concentrated all nutmeg production into a few easily guarded areas, uprooting and destroying any trees outside the plantation zones. Anyone caught growing a nutmeg seedling or carrying seeds without the proper authority was severely punished. In addition, all exported nutmeg was covered with lime to make sure there was no chance a fertile seed which could be grown elsewhere would leave the islands. There was only one obstacle to Dutch domination. One of the Banda Islands, a sliver of land called Run, only 3 km long by less than 1 km wide, was under the control of the British. After decades of fighting for control of this tiny island, the Dutch and British arrived at a compromise settlement, the Treaty of Breda, in 1667. Intent on securing their hold over every nutmeg-producing island, the Dutch offered a trade: if the British would give them the island of Run, they would in turn give

Britain a distant and much less valuable island in North America. The British agreed. That other island was Manhattan, which is how New Amsterdam became New York. The Dutch now had a monopoly over the nutmeg trade which would last for another century.

Then, in 1770, a Frenchman named Pierre Poivre successfully smuggled nutmeg plants to safety in Mauritius, an island off the coast of Africa. Some of these were later exported to the Caribbean where they thrived, especially on the island of Grenada. Next, in 1778, a volcanic eruption in the Banda region caused a tsunami that wiped out half the nutmeg groves. Finally, in 1809, the British returned to Indonesia and seized the Banda Islands by force. They returned the islands to the Dutch in 1817, but not before transplanting hundreds of nutmeg seedlings to plantations in several locations across southern Asia. The Dutch nutmeg monopoly was over.

Today, nutmeg is grown in Indonesia, the Caribbean, India, Malaysia, Papua New Guinea and Sri Lanka, and world nutmeg production is estimated to average between 10,000 and 12,000 tonnes per year.

Questions 1-4

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 1-8 on your answer sheet.

The nutmeg tree and fruit

- the leaves of the tree are **1** in shape
- the **2** surrounds the fruit and breaks open when the fruit is ripe
- the **3** is used to produce the spice nutmeg
- the covering known as the aril is used to produce **4**
- the tree has yellow flowers and fruit

Questions 5-7

Do the following statements agree with the information given in Reading Passage 1?

In boxes 5-7 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 5 In the Middle Ages, most Europeans knew where nutmeg was grown.
- 6 The VOC was the world's first major trading company.
- 7 Following the Treaty of Breda, the Dutch had control of all the islands where nutmeg grew.

Questions 8-13

Complete the table below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 8-13 on your answer sheet.

Middle Ages	Nutmeg was brought to Europe by the 8
16th century	European nations took control of the nutmeg trade
17th century	Demand for nutmeg grew, as it was believed to be effective against the disease known as the 9 The Dutch - took control of the Banda Islands - restricted nutmeg production to a few areas - put 10 on nutmeg to avoid it being cultivated outside the islands - finally obtained the island of 11 from the British
Late 18th century	1770-nutmeg plants were secretly taken to 12 1778-half the Banda Islands' nutmeg plantations were destroyed by a 13

READING PASSAGE 2

You should spend about 20 minutes on **Questions 14-26** which are based on Reading Passage 2 below.

Driverless Cars

A

The automotive sector is well used to adapting to automation in manufacturing. The implementation of robotic car manufacture from the 1970s

onwards led to significant cost savings and improvements in the reliability and flexibility of vehicle mass production. A new challenge to vehicle production is now on the horizon and, again, it comes from automation. However, this time it is not to do with the manufacturing process, but with the vehicles themselves.

Research projects on vehicle automation are not new. Vehicles with limited self-driving capabilities have been around for more than 50 years, resulting in significant contributions towards driver assistance systems. But since Google announced in 2010 that it had been trialling self-driving cars on the streets of California, progress in this field has quickly gathered pace.

B

There are many reasons why technology is advancing so fast. One frequently cited motive is safety; indeed, research at the UK's Transport Research Laboratory has demonstrated that more than 90 percent of road collisions involve human error as a contributory factor, and it is the primary cause in the vast majority. Automation may help to reduce the incidence of this.

Another aim is to free the time people spend driving for other purposes. If the vehicle can do some or all of the driving, it may be possible to be productive, to socialise or simply to relax while automation systems have responsibility for safe control of the vehicle. If the vehicle can do the driving, those who are challenged by existing mobility models-such as older or disabled travellers-may be able to enjoy significantly greater travel autonomy.

C

Beyond these direct benefits, we can consider the wider implications for transport and society, and how manufacturing processes might need to respond as a result. At present, the average car spends more than 90 percent of its life parked. Automation means that initiatives for car-sharing become much more viable, particularly in urban areas with significant travel demand. If a significant proportion of the population choose to use shared automated vehicles, mobility demand can be met by far fewer vehicles.

D

The Massachusetts Institute of Technology investigated automated mobility in Singapore, finding that fewer than 30 percent of the vehicles

currently used would be required if fully automated car sharing could be implemented. If this is the case, it might mean that we need to manufacture far fewer vehicles to meet demand. However, the number of trips being taken would probably increase, partly because empty vehicles would have to be moved from one customer to the next.

Modelling work by the University of Michigan Transportation Research Institute suggests automated vehicles might reduce vehicle ownership by 43 percent, but that vehicles' average annual mileage double as a result. As a consequence, each vehicle would be used more intensively, and might need replacing sooner. This faster rate of turnover may mean that vehicle production will not necessarily decrease

E

Automation may prompt other changes in vehicle manufacture. If we move to a model where consumers are tending not to own a single vehicle but to purchase access to a range of vehicle through a mobility provider, drivers will have the freedom to select one that best suits their needs for a particular journey, rather than making a compromise across all their requirements.

Since, for most of the time, most of the seats in most cars are unoccupied, this may boost production of a smaller, more efficient range of vehicles that suit the needs of individuals. Specialised vehicles may then be available for exceptional journeys, such as going on a family camping trip or helping a son or daughter move to university.

F

There are a number of hurdles to overcome in delivering automated vehicles to our roads. These include the technical difficulties in ensuring that the vehicle works reliably in the infinite range of traffic, weather and road situations it might encounter; the regulatory challenges in understanding how liability and enforcement might change when drivers are no longer essential for vehicle operation; and the societal changes that may be required for communities to trust and accept automated vehicles as being a valuable part of the mobility landscape.

G

It's clear that there are many challenges that need to be addressed but, through robust and targeted research, these can most probably be conquered within the next 10 years. Mobility will change in such potentially significant ways and in association with so many other technological developments, such as telepresence and virtual reality, that it is hard to make concrete predictions about the future. However, one thing is certain: change is coming, and the need to be flexible in response to this will be vital for those involved in manufacturing the vehicles that will deliver future mobility.

Questions 14-18

Reading Passage 2 has seven paragraphs, **A-G**.

Which section contains the following information?

Write the correct letter, A-G, in boxes 14-18 on your answer sheet.

14 reference to the amount of time when a car is not in use

15 mention of several advantages of driverless vehicles for individual road-users

16 reference to the opportunity of choosing the most appropriate vehicle for each trip

17 an estimate of how long it will take to overcome a number of problems

18 a suggestion that the use of driverless cars may have no effect on the number of vehicles manufactured

Questions 19-22

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 19-22 on your answer sheet.

The Impact of Driverless Cars

Figures from the Transport Research Laboratory indicate that most motor accidents are partly due to **19**, so the introduction of driverless vehicles will result in greater safety. In addition to the direct benefits of automation, it may bring other advantages. For example, schemes for **20** will be more workable, especially in towns and cities, resulting in fewer cars on the road.

According to the University of Michigan Transportation Research Institute, there could be a 43 percent drop in **21** of cars. However, this would mean that the yearly **22** of each car would, on average, be twice as high as it currently is. this would lead to a higher turnover of vehicles, and therefore no reduction in automotive manufacturing.

Questions 23 and 24

Choose **TWO** letters, **A-E**.

Write the correct letters in boxes 23 and 24 on your answer sheet.

Which **TWO** benefits of automated vehicles does the writer mention?

- A** Car travellers could enjoy considerable cost savings.
- B** It would be easier to find parking spaces in urban areas.
- C** Travellers could spend journeys doing something other than driving.
- D** People who find driving physically difficult could travel independently.
- E** A reduction in the number of cars would mean a reduction in pollution.

Questions 25 and 26

Choose **TWO** letters, **A-E**.

Write the correct letters in boxes 25 and 26 on your answer sheet.

Which **TWO** challenges to automated vehicle development does the writer mention?

- A** making sure the general public has confidence in automated vehicles
- B** managing the pace of transition from conventional to automated vehicles
- C** deciding how to compensate professional drivers who become redundant
- D** setting up the infrastructure to make roads suitable for automated vehicles
- E** getting automated vehicles to adapt to various different driving conditions

READING PASSAGE 3

You should spend about 20 minutes on **Questions 27-40** which are based on Reading Passage 3 below.

What is Exploration?

We are all explores. Our desire to discover, and then share that new-found knowledge, is part of what makes us human-indeed, this has played an important part in our success as a species. Long before the first caveman slumped down beside the fire and grunted news that there were plenty of wildebeest over yonder, our ancestors had learnt the value of sending out scouts to investigate the unknown. This questing nature of ours undoubtedly helped our species spread around the globe, just as it nowadays no doubt helps the last nomadic Penan maintain their existence in the depleted forests of Borneo, and a visitor negotiate the subways of New York.

Over the years, we've come to think of explorers as a peculiar breed-different from the rest of us, different from those of us who are merely 'well travelled', even; and perhaps there *is* a type of person more suited to seeking out the new, a type of caveman more inclined to risk venturing out. That, however, doesn't take away from the fact that we all have this enquiring instinct, even today; and that in all sorts of professions-whether artist, marine biologist or astronomer-borders of the unknown are being tested each day.

Thomas Hardy set some of his novels in Egdon Heath, a fictional area of uncultivated land, and used the landscape to suggest the desires and fears of his characters. He is delving into matters we all recognise because they are common to humanity. This is surely an act of exploration, and into a world as remote as the author chooses. Explorer and travel writer Peter Fleming talks of the moment when the explorer returns to the existence he has left behind with his loved ones. The traveller 'who has for weeks or months seen himself only as a puny and irrelevant alien crawling laboriously over a country in which he has no roots and no background, suddenly encounters his other self, a relatively solid figure, with a place in the minds of certain people'.

In this book about the exploration of the earth's surface, I have confined myself to those whose travels were real and who also aimed at more than personal discovery. But that still left me with another problem: the word 'explorer' has become associated with a past era. We think back to a golden age, as if exploration peaked somehow in the 19th century-as if the process of discovery is now on the decline, though the truth is that we have named only

one and a half million of this planet's species, and there may be more than 10 million-and that's not including bacteria. We have studied only 5 per cent of the species we know. We have scarcely mapped the ocean floors, and know even less about ourselves; we fully understand the workings of only 10 per cent of our brains.

Here is how some of today's 'explorers' define the word. Ran Fiennes, dubbed the 'greatest living explorer', said, 'An explorer is someone who has done something that no human has done before-and also done something scientifically useful.' Chris Bonington, a leading mountaineer, felt exploration was to be found in the act of physically touching the unknown: 'You have to have gone somewhere new.' Then Robin Hanbury-Tenison, a campaigner on behalf of remote so-called 'tribal' peoples, said, 'A traveller simply records information about some far-off world, and reports back; but an explorer *changes* the world.' Wilfred Thesiger, who crossed Arabia's Empty Quarter in 1946, and belongs to an era of unmechanised travel now lost to the rest of us, told me, 'If I'd gone across by camel when I could have gone by car, it would have been a stunt.' To him, exploration meant bringing back information from a remote place regardless of any great self-discovery.

Each definition is slightly different-and tends to reflect the field of endeavour of each pioneer. It was the same whoever I asked: the prominent historian would say exploration was a thing of the past, the cutting-edge scientist would say it was of the present. And so on. They each set their own particular criteria; the common factor in their approach being that they all had, unlike many of us who simply enjoy travel or discovering new things, both a very definite objective from the outset and also a desire to record their findings.

I'd best declare my own bias. As a writer, I'm interested in the exploration of ideas. I've done a great many expeditions and each one was unique. I've lived for months alone with isolated groups of people all around the world, even two 'uncontacted tribes'. But none of these things is of the slightest interest to anyone unless, through my books, I've found a new slant, explored a new idea. Why? Because the world has moved on. The time has long passed for the great continental voyages-another walk to the poles, another crossing of the Empty Quarter. We know how the land surface of our

planet lies; exploration of it is now down to the details-the habits of microbes, say, or the grazing behaviour of buffalo. Aside from the deep sea and deep underground, it's the era of specialists. However, this is to disregard the role the human mind has in conveying remote places; and this is what interests me: how a fresh interpretation, even of a well-travelled route, can give its readers new insights.

Questions 27-32

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 27-32 on your answer sheet.

- 27** The writer refers to visitors to New York to illustrate the point that ...
- A** exploration is an intrinsic element of being human.
 - B** most people are enthusiastic about exploring.
 - C** exploration can lead to surprising results.
 - D** most people find exploration daunting.
- 28** According to the second paragraph, what is the writer's view of explorers?
- A** Their discoveries have brought both benefits and disadvantages.
 - B** Their main value is in teaching others.
 - C** They act on an urge that is common to everyone.
 - D** They tend to be more attracted to certain professions than to others.
- 29** The writer refers to a description of Egdon Heath to suggest that ...
- A** Hardy was writing about his own experience of exploration.
 - B** Hardy was mistaken about the nature of exploration.
 - C** Hardy's aim was to investigate people's emotional states.
 - D** Hardy's aim was to show the attraction of isolation.
- 30** In the fourth paragraph, the writer refers to 'a golden age' to suggest that ...
- A** the amount of useful information produced by exploration has decreased.
 - B** fewer people are interested in exploring than in the 19th century.
 - C** recent developments have made exploration less exciting.
 - D** we are wrong to think that exploration is no longer necessary.
- 31** In the sixth paragraph, when discussing the definition of exploration, the writer argues that ...

- A people tend to relate exploration to their own professional interests.
- B certain people are likely to misunderstand the nature of exploration.
- C the generally accepted definition has changed over time.
- D historians and scientists have more valid definitions than the general public.

32 In the last paragraph, the writer explains that he is interested in ...

- A how someone's personality is reflected in their choice of places to visit.
- B the human ability to cast new light on places that may be familiar.
- C how travel writing has evolved to meet changing demands.
- D the feelings that writers develop about the places that they explore.

Questions 33-37

Look at the following statements (Questions 33-37) and the list of explorers below.

Match each statement with the correct explorer, **A-E**.

Write the correct letter, A-E, in boxes 33-37 on your answer sheet.

NB You may use any letter more than once.

- 33** He referred to the relevance of the form of transport used.
- 34** He described feelings on coming back home after a long journey.
- 35** He worked for the benefit of specific groups of people.
- 36** He did not consider learning about oneself an essential part of exploration.
- 37** He defined exploration as being both unique and of value to others.

List of Explorers

- A** Peter Fleming
- B** Ran Fiennes
- C** Chris Bonington
- D** Robin Hanbury-Tenison
- E** Wilfred Thesiger

Questions 38-40

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 38-40 on your answer sheet.

The writer's own bias

The writer has experience of a large number of **38**, and was the first stranger that certain previously **39** people had encountered. He believes there is no need for further exploration of Earth's **40**, except to answer specific questions such as how buffalo eat.

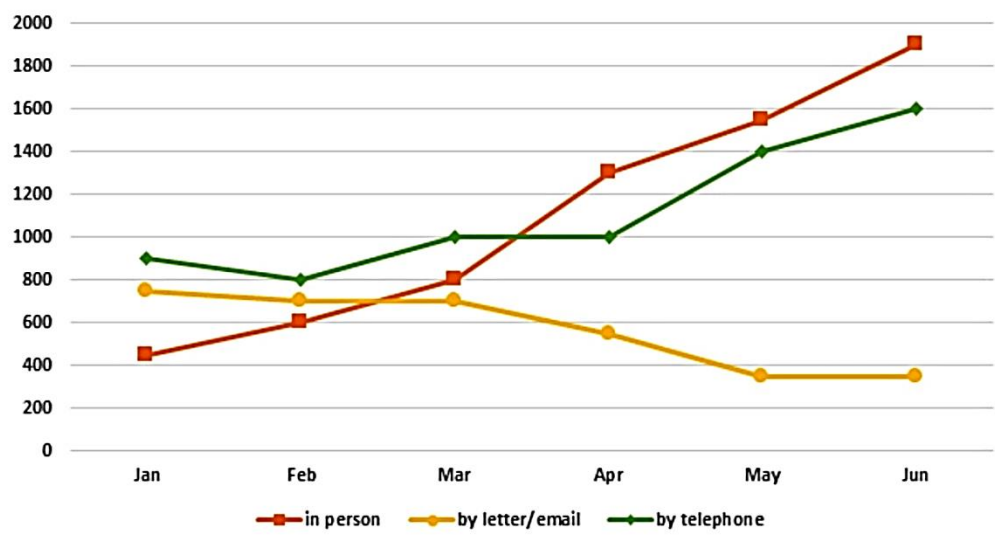
WRITING

TASK 1

You should spend about 20 minutes on this task.

The graph below shows the number of enquiries received by the Tourist Information Office in one city over a six-month period in 2011.

Write at least 150 words.



TASK 2

You should spend about 40 minutes on this task

Write about the following topic:

Some people think that it is more beneficial to take part in sports which are played in teams, like football, while other people think that taking part in individual sports, like tennis or swimming, is better.

Discuss both views and give your own opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

SPEAKING

PART 1

***Colour**

What is your favourite colour?

Did you like that colour when you were small?

Is the colour of your car or motorbike important? Why?

***Morning Routine**

What do you do in the morning?

Have you ever changed your routine?

Do you often have breakfast?

PART 2:

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help if you wish.

Describe an interesting old person

- who was the person
- how you met that person
- where you met him or her

and explain why you find them interesting?

PART 3:

Can old and young people share the same interests?

What can old people teach the youth?

What can young people teach the old?

PRACTICE TEST 2

LISTENING

SECTION 1

Questions 1-10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

South City Cycling Club

Example

Name of club secretary: Jim*Hunter*.....

Membership

- Full membership costs \$260; this covers cycling and **1** all over Australia
- Recreational membership costs \$108
- Cost of membership includes the club fee and **2** ...
- The club kit is made by a company called **3** ...

Training rides

- Chance to improve cycling skills and fitness
- Level B: speed about **4** kph
- Weekly sessions
 - Tuesdays at 5.30 am, meet at the **5** ...
 - Thursdays at 5.30 am, meet at the entrance to the **6** ...

Further information

- Rides are about an hour and a half
- Members often have **7** together afterwards
- There is not always a **8** with the group on these rides
- Check and print the **9** on the website beforehand
- Bikes must have **10**

SECTION 2

Questions 11-16

Choose the correct letter, **A**, **B** or **C**.

Information on company volunteering projects

- 11** How much time for volunteering does the company allow per employee?
- A** two hours per week
 - B** one day per month
 - C** 8 hours per year
- 12** In feedback almost all employees said that volunteering improved their ...
- A** chances of promotion.
 - B** job satisfaction.
 - C** relationships with colleagues.
- 13** Last year some staff helped unemployed people with their ...
- A** literacy skills.
 - B** job applications.
 - C** communication skills.
- 14** This year the company will start a new volunteering project with a local ...
- A** school.
 - B** park.
 - C** charity.
- 15** Where will the Digital Inclusion Day be held?
- A** at the company's training facility
 - B** at a college
 - C** in a community centre
- 16** What should staff do if they want to take part in the Digital Inclusion Day?
- A** fill in a form
 - B** attend a training workshop
 - C** get permission from their manager

Questions 17 and 18

Choose **TWO** letters, **A-E**.

What **TWO** things are mentioned about the participants on the last Digital Inclusion Day?

- A** They were all over 70.
- B** They never used their computer.
- C** Their phones were mostly old-fashioned.
- D** They only used their phones for making calls.

E They initially showed little interest.

Questions 19 and 20

Choose **TWO** letters, **A-E**.

What **TWO** activities on the last Digital Inclusion Day did participants describe as useful?

- A learning to use tables
- B communicating with family
- C shopping online
- D playing online games
- E sending emails

SECTION 3

Questions 21-25

Choose the correct letter, **A**, **B** or **C**.

Planning a presentation on nanotechnology

- 21 Russ says that his difficulty in planning the presentation is due to ...
- A his lack of knowledge about the topic.
 - B his uncertainty about what he should try to achieve.
 - C the short time that he has for preparation.
- 22 Russ and his tutor agree that his approach in the presentation will be ...
- A to concentrate on how nanotechnology is used in one field.
 - B to follow the chronological development of nanotechnology.
 - C to show the range of applications of nanotechnology.
- 23 In connection with slides, the tutor advises Russ to ...
- A talk about things that he can find slides to illustrate.
 - B look for slides to illustrate the points he makes.
 - C consider omitting slides altogether.
- 24 They both agree that the best way for Russ to start his presentation is ...
- A to encourage the audience to talk.
 - B to explain what Russ intends to do.
 - C to provide an example.
- 25 What does the tutor advise Russ to do next while preparing his presentation?

- A summarise the main point he wants to make
- B read the notes he has already made
- C list the topics he wants to cover

Questions 26-30

What comments do the speakers make about each of the following aspects of Russ's previous presentation?

Choose **FIVE** answers from the box and write the correct letter, **A-G**, next to Questions 26-30.

Comments

- A lacked a conclusion
- B useful in the future
- C not enough
- D sometimes distracting
- E showed originality
- F covered a wide range
- G not too technical

Aspects of Russ's previous presentation

- 26 structure
- 27 eye contact
- 28 body language
- 29 choice of words
- 30 handouts

SECTION 4

Questions 31-40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

Episodic memory

- the ability to recall details, e.g. the time and **31** of past events
- different to semantic memory-the ability to remember general information about the **32**, which does not involve recalling **33** information

Forming episodic memories involves three steps:

Encoding

- involves receiving and processing information

- the more **34** given to an event, the more successfully it can be encoded
- to remember a **35** it is useful to have a strategy for encoding such information

Consolidation

- how memories are strengthened and stored
- most effective when memories can be added to a **36** of related information
- the **37** of retrieval affects the strength of memories

Retrieval

- memory retrieval often depends on using a prompt, e.g. the **38** of an object near to the place where you left your car

Episodic memory impairments

- these affect people with a wide range of medical conditions
- games which stimulate the **39** have been found to help people with schizophrenia
- children with autism may have difficulty forming episodic memories- possibly because their concept of the **40** may be absent
- memory training may help autistic children develop social skills

READING

READING PASSAGE 1

You should spend about 20 minutes on Questions 1-13 which are based on Reading Passage 1 below.

Could urban engineers learn from dance?

A

The way we travel around cities has a major impact on whether they are sustainable. Transportation is estimated to account for 30% of energy consumption in most of the world's most developed nations, so lowering the need for energy-using vehicles is essential for decreasing the environmental impact of mobility. But as more and more people move to cities, it is important to think about other kinds of sustainable travel too. The ways we travel affect our physical and mental health, our social lives, our access to work and culture, and the air we breathe. Engineers are tasked with changing how we travel

round cities through urban design, but the engineering industry still works on the assumptions that led to the creation of the energy-consuming transport systems we have now: the emphasis placed solely on efficiency, speed, and quantitative data. We need radical changes, to make it healthier, more enjoyable, and less environmentally damaging to travel around cities.

B

Dance might hold some of the answers. That is not to suggest everyone should dance their way to work, however healthy and happy it might make us, but rather that the techniques used by choreographers to experiment with and design movement in dance could provide engineers with tools to stimulate new ideas in city-making. Richard Sennett, an influential urbanist and sociologist who has transformed ideas about the way cities are made, argues that urban design has suffered from a separation between mind and body since the introduction of the architectural blueprint.

C

Whereas medieval builders improvised and adapted construction through their intimate knowledge of materials and personal experience of the conditions on a site, building designs are now conceived and stored in media technologies that detach the designer from the physical and social realities they are creating. While the design practices created by these new technologies are essential for managing the technical complexity of the modern city, they have the drawback of simplifying reality in the process.

D

To illustrate, Sennett discusses the Peachtree Center in Atlanta, USA, a development typical of the modernist approach to urban planning prevalent in the 1970s. Peachtree created a grid of streets and towers intended as a new pedestrian-friendly downtown for Atlanta. According to Sennett, this failed because its designers had invested too much faith in computer-aided design to tell them how it would operate. They failed to take into account that purpose-built street cafés could not operate in the hot sun without the protective awnings common in older buildings, and would need energy-consuming air conditioning instead, or that its giant car park would feel so unwelcoming that it would put people off getting out of their cars. What seems entirely

predictable and controllable on screen has unexpected results when translated into reality.

E

The same is true in transport engineering, which uses models to predict and shape the way people move through the city. Again, these models are necessary, but they are built on specific world views in which certain forms of efficiency and safety are considered and other experience of the city ignored. Designs that seem logical in models appear counter-intuitive in the actual experience of their users. The guard rails that will be familiar to anyone who has attempted to cross a British road, for example, were an engineering solution to pedestrian safety based on models that prioritise the smooth flow of traffic. On wide major roads, they often guide pedestrians to specific crossing points and slow down their progress across the road by using staggered access points divide the crossing into two-one for each carriageway. In doing so they make crossings feel longer, introducing psychological barriers greatly impacting those that are the least mobile, and encouraging others to make dangerous crossings to get around the guard rails. These barriers don't just make it harder to cross the road: they divide communities and decrease opportunities for healthy transport. As a result, many are now being removed, causing disruption, cost, and waste.

F

If their designers had had the tools to think with their bodies-like dancers-and imagine how these barriers would feel, there might have been a better solution. In order to bring about fundamental changes to the ways we use our cities, engineering will need to develop a richer understanding of why people move in certain ways, and how this movement affects them. Choreography may not seem an obvious choice for tackling this problem. Yet it shares with engineering the aim of designing patterns of movement within limitations of space. It is an art form developed almost entirely by trying out ideas with the body, and gaining instant feedback on how the results feel. Choreographers have deep understanding of the psychological, aesthetic, and physical implications of different ways of moving.

G

Observing the choreographer Wayne McGregor, cognitive scientist David Kirsh described how he ‘thinks with the body’, Kirsh argues that by using the body to simulate outcomes, McGregor is able to imagine solutions that would not be possible using purely abstract thought. This kind of physical knowledge is valued in many areas of expertise, but currently has no place in formal engineering design processes. A suggested method for transport engineers is to improvise design solutions and instant feedback about how they would work from their own experience of them, or model designs at full scale in the way choreographers experiment with groups of dancers. Above all, perhaps, they might learn to design for emotional as well as functional effects.

Questions 1-6

Reading Passage 1 has seven paragraphs, **A-G**.

Which paragraph contains the following information?

*Write the correct letter, **A-G**, in boxes 1-6 on your answer sheet.*

- 1 reference to an appealing way of using dance that the writer is not proposing
- 2 an example of a contrast between past and present approaches to building
- 3 mention of an objective of both dance and engineering
- 4 reference to an unforeseen problem arising from ignoring the climate
- 5 why some measures intended to help people are being reversed
- 6 reference to how transport has an impact on human lives

Questions 7-13

Complete the summary below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 7-13 on your answer sheet.

Guard rails

Guard rails were introduced on British roads to improve the **7** of pedestrians, while ensuring that the movement of **8** is not disrupted. Pedestrians are led to access points, and encouraged to cross one **9** at a time.

An unintended effect is to create psychological difficulties in crossing the road, particularly for less **10** people. Another result is that some people cross the road in a **11** way. The guard rails separate **12** and make it more difficult to introduce forms of transport that are **13**

READING PASSAGE 2

You should spend about 20 minutes on Questions 14-26 which are based on Reading Passage 2 below.

Should we try to bring extinct species back to life?

A

The passenger pigeon was a legendary species. Flying in vast numbers across North America, with potentially many millions within a single flock, their migration was once one of nature's great spectacles. Sadly, the passenger pigeon's existence came to an end on 1 September 1914, when the last living specimen died at Cincinnati Zoo. Geneticist Ben Novak is lead researcher on an ambitious project which now aims to bring the bird back to life through a process known as 'de-extinction'. The basic premise involves using cloning technology to turn the DNA of extinct animals into a fertilised embryo, which is carried by the nearest relative still in existence-in this case, the abundant band-tailed pigeon-before being born as a living, breathing animal. Passenger pigeons are one of the pioneering species in this field, but they are far from the only ones on which this cutting-edge technology is being trialled.

B

In Australia, the thylacine, more commonly known as the Tasmanian tiger, is another extinct creature which genetic scientists are striving to bring back to life. 'There is no carnivore now in Tasmania that fills the niche which thylacines once occupied,' explains Michael Archer of the University of New South Wales. He points out that in the decades since the thylacine went extinct, there has been a spread in a 'dangerously debilitating' facial tumour syndrome which threatens the existence of the Tasmanian devils, the island's other notorious resident. Thylacines would have prevented this spread because they would have killed significant numbers of Tasmanian devils. 'If that contagious cancer had popped up previously, it would have burned out in whatever region

it started. The return of thylacines to Tasmania could help to ensure that devils are never again subjected to risks of this kind.'

C

If extinct species can be brought back to life, can humanity begin to correct the damage it has caused to the natural world over the past few millennia? 'The idea of de-extinction is that we can reverse this process, bringing species that no longer exist back to life,' says Beth Shapiro of University of California Santa Cruz's Genomics Institute. 'I don't think that we can do this. There is no way to bring back something that is 100 per cent identical to a species that went extinct a long time ago.' A more practical approach for long-extinct species is to take the DNA of existing species as a template, ready for the insertion of strands of extinct animal DNA to create something new; a hybrid, based on the living species, but which looks and/or acts like the animal which died out.

D

This complicated process and questionable outcome begs the question: what is the actual point of this technology? 'For us, the goal has always been replacing the extinct species with a suitable replacement,' explains Novak. 'When it comes to breeding, band-tailed pigeons scatter and make maybe one or two nests per hectare, whereas passenger pigeons were very social and would make 10,000 or more nests in one hectare.' Since the disappearance of this key species, ecosystems in the eastern US have suffered, as the lack of disturbance caused by thousands of passenger pigeons wrecking trees and branches means there has been minimal need for regrowth. This has left forests stagnant and therefore unwelcoming to the plants and animals which evolved to help regenerate the forest after a disturbance. According to Novak, a hybridized band-tailed pigeon, with the added nesting habits of a passenger pigeon, could, in theory, re-establish that forest disturbance, thereby creating a habitat necessary for a great many other native species to thrive.

E

Another popular candidate for this technology is the woolly mammoth. George Church, professor at Harvard Medical School and leader of the Woolly Mammoth Revival Project, has been focusing on cold resistance, the main way in which the extinct woolly mammoth and its nearest living relative, the Asian elephant, differ. By pinpointing which genetic traits made it possible for mammoths to survive the icy climate of the tundra, the project's goal is to return mammoths, or a mammoth-like species, to the area. 'My highest priority would be preserving the endangered Asian elephant,' says Church, 'expanding their range to the huge ecosystem of the tundra. Necessary adaptations would include smaller ears, thicker hair, and extra insulating fat, all for the purpose of reducing heat loss in the tundra, and all traits found in the now extinct woolly mammoth.' This repopulation of the tundra and boreal forests of Eurasia and North America with large mammals could also be a useful factor in reducing carbon emissions—elephants punch holes through snow and knock down trees, which encourages grass growth. This grass growth would reduce temperature, and mitigate emissions from melting permafrost.

F

While the prospect of bringing extinct animals back to life might capture imaginations, it is, of course, far easier to try to save an existing species which is merely threatened with extinction. 'Many of the technologies that people have in mind when they think about de-extinction can be used as a form of "genetic rescue",' explains Shapiro. She prefers to focus the debate on how this emerging technology could be used to fully understand why various species went extinct in the first place, and therefore how we could use it to make genetic modifications which could prevent mass extinctions in the future. 'I would also say there's an incredible moral hazard to not do anything at all,' she continues. 'We know that what we are doing today is not enough, and we have to be willing to take some calculated and measured risks.'

Questions 14-17

Reading Passage 2 has six paragraphs, A-F. Which paragraph contains the following information?

Write the correct letter, A-F, in boxes 14-17 on your answer sheet.

NB You may use any letter more than once.

14 a reference to how further disappearance of multiple species could be avoided.

15 explanation of a way of reproducing an extinct animal using the DNA of only that species

16 reference to a habitat which has suffered following the extinction of a species

17 mention of the exact point at which a particular species became extinct

Questions 18-22

Complete the summary below.

Choose NO MORE THAN TWO WORDS from the passage for each answer.

Write your answers in boxes 18-22 on your answer sheet.

The woolly mammoth revival project

Professor George Church and his team are trying to identify the **18** which enabled mammoths to live in the tundra. The findings could help preserve the mammoth's close relative, the endangered Asian elephant.

According to Church, introducing Asian elephants to the tundra would involve certain physical adaptations to minimise **19** to survive in the tundra, the species would need to have the mammoth-like features of thicker hair, **20** of a reduced size and more **21**

Repopulating the tundra with mammoths or Asian elephant/mammoth hybrids would also have an impact on the environment, which could help to reduce temperatures and decrease **22**

Questions 23-26

Look at the following statements (Questions 23-26) and the list of people below.

Match each statement with the correct person, A, B or C.

Write the correct letter, A, B or C, in boxes 23-26 on your answer sheet.

NB You may use any letter more than once.

23 Reintroducing an extinct species to its original habitat could improve the health of a particular species living there.

24 It is important to concentrate on the causes of an animal's extinction.

- 25** A species brought back from extinction could have an important beneficial impact on the vegetation of its habitat.
- 26** Our current efforts at preserving biodiversity are insufficient.

List of People

- A** Ben Novak
B Michael Archer
C Beth Shapiro

READING PASSAGE 3

You should spend about 20 minutes on Questions 27-40 which are based on Reading Passage 3 below.

Having a laugh

The findings of psychological scientists reveal the importance of humour

Humans start developing a sense of humour as early as six weeks old, when babies begin to laugh and smile in response to stimuli. Laughter is universal across all human cultures and even exists in some form in rats, chimps, and bonobos. Like other human emotions and expressions, laughter and humour psychological scientists with rich resources for studying human psychology, ranging from the development of language to the neuroscience of social perception.

Theories focusing on the evolution of laughter point to it as an important adaptation for social communication. Take, for example, the recorded laughter in TV comedy shows. Back in 1950, US sound engineer Charley Douglass hated dealing with the unpredictable laughter of live audiences, so started recording his own ‘laugh tracks’. These were intended to help people at home feel like they were in a social situation, such as a crowded theatre. Douglass even recorded various types of laughter, as well as mixtures of laughter from men, women, and children. In doing so, he picked up on a quality of laughter that is now interesting researchers: a simple ‘haha’ communicates a remarkable amount of socially relevant information.

In one study conducted in 2016, samples of laughter from pairs of English-speaking students were recorded at the University of California, Santa Cruz. A team made up of more than 30 psychological scientists, anthropologists, and biologists then played these recording to listeners from 24

diverse societies, from indigenous tribes in New Guinea to city-dwellers in India and Europe. Participants were asked whether they thought the people laughing were friends or strangers. On average, the results were remarkably consistent: worldwide, people's guesses were correct approximately 60% of the time.

Researchers have also found that different types of laughter serve as codes to complex human social hierarchies. A team led by Christopher Oveis from the University of California, San Diego, found that high-status individuals had different laughs from low-status individuals, and that strangers' judgements of an individual's social status were influenced by the dominant or submissive quality of their laughter. In their study, 48 male college students were randomly assigned to groups of four, with each group composed of two low-status members, who had just joined their college fraternity group, and two high-status members, older student took a turn at being teased by the others, involving the use of mildly insulting nicknames. Analysis revealed that, as expected, high-status individuals produced more dominant laughs and fewer submissive laughs relative to the low-status individuals. Meanwhile, low-status individuals were more likely to change their laughter based on their position of power; that is, the newcomers produced more dominant laughs when they were in the 'powerful' role of teasers. Dominant laughter was higher in pitch, louder, and more variable in tone than submissive laughter.

A random group of volunteers then listened to an equal number of dominant and submissive laughs from both the high- and low-status individuals, and were asked to estimate the social status of the laughter. In line with predictions, laughers producing dominant laughs were perceived to be significantly higher in status than laughers producing submissive laughs. 'This was particularly true for low-status individuals, who were rated as significantly higher in status when displaying a dominant versus submissive laugh,' Oveis and colleagues note. 'Thus, by strategically displaying more dominant laughter when the context allows, low-status individuals may achieve higher status in the eyes of others.' However, high-status individuals were rated as high-status whether they produced their natural dominant laugh or tried to do a submissive one.

Another study, conducted by David Cheng and Lu Wang of Australian National University, was based on the hypothesis that humour might provide a respite from tedious situations in the workplace. This ‘mental break’ might facilitate the replenishment of mental resources. To test this theory, the researchers recruited 74 business students, ostensibly for an experiment on perception. First, the students performed a tedious task in which they had to cross out every instance of the letter ‘e’ over two pages of text. The students then were randomly assigned to watch a video clip eliciting either humour, contentment, or neutral feelings. Some watched a clip of the BBC comedy *Mr. Bean*, others a relaxing scene with dolphins swimming in the ocean, and others a factual video about the management profession.

The students then completed a task requiring persistence in which they were asked to guess the potential performance of employees based on provided profiles, and were told that making 10 correct assessments in a row would lead to a win. However, the software was programmed such that it was nearly impossible to achieve 10 consecutive correct answers. Participants were allowed to quit the task at any point. Students who had watched the *Mr. Bean* video ended up spending significantly more time working on the task, making twice as many predictions as the other two groups.

Cheng and Wang then replicated these results in a second study, during which they had participants complete long multiplication questions by hand. Again, participants who watched the humorous video spent significantly more time working on this tedious task and completed more questions correctly than did the students in either of the other groups.

‘Although humour has been found to help relieve stress and facilitate social relationships, traditional view of task performance implies that individuals should avoid things such as humour that may distract them from the accomplishment of task goals,’ Cheng and Wang conclude. ‘We suggest that humour is not only enjoyable but more importantly, energising.’

Questions 27-31

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 27-31 on your answer sheet.

- 27 When referring to laughter in the first paragraphs, the writer emphasises ...
- A its impact on language.
 - B its function in human culture.
 - C its value to scientific research.
 - D its universality in animal societies.
- 28 What does the writer suggest about Charley Douglass?
- A He understood the importance of enjoying humour in a group setting.
 - B He believed that TV viewers at home needed to be told when to laugh.
 - C He wanted his shows to appeal to audiences across the social spectrum.
 - D He preferred shows where audiences were present in the recording studio.
- 29 What makes the Santa Cruz study particularly significant?
- A the various different types of laughter that were studied
 - B the similar results produced by a wide range of cultures
 - C the number of different academic disciplines involved
 - D the many kinds of people whose laughter was recorded
- 30 Which of the following happened in the San Diego study?
- A Some participants became very upset.
 - B Participants exchanged roles.
 - C Participants who had not met before became friends.
 - D Some participants were unable to laugh.
- 31 In the fifth paragraph, what did the results of the San Diego study suggest?
- A It is clear whether a dominant laugh is produced by a high- or low-status person.
 - B Low-status individuals in a position of power will still produce submissive laughs.
 - C The submissive laughs of low- and high-status individuals are surprisingly similar.
 - D High-status individuals can always be identified by their way of laughing.

Questions 32-36

Complete the summary using the list of words, A-H, below.

Write the correct letter, A-H, in boxes 32-36 on your answer sheet.

The benefits of humour

In one study at Australian National University, randomly chosen groups of participants were shown one of three videos, each designed to generate a different kind of **32** When all participants were then given a deliberately frustrating task to do, it was found that those who had watched the **33** video persisted with the task for longer and tried harder to accomplish the task than either of the other two groups.

A second study in which participants were asked to perform a particularly **34** task produced similar results. According to researchers David Cheng and Lu Wang, these findings suggest that humour not only reduces **35** and helps build social connections but it may also have a **36** effect on the body and mind.

- | | | |
|--------------------|----------------------|------------------|
| A laughter | B relaxing | C boring |
| D anxiety | E stimulating | F emotion |
| G enjoyment | H amusing | |

Questions 37-40

Do the following statements agree with the information given in Reading Passage 3?

In boxes 37-40 on your answer sheet, write

- | | |
|-----------|--|
| TRUE | if the statement agrees with the claims of the writer |
| FALSE | if the statement contradicts the claims of the writer |
| NOT GIVEN | if it is impossible to say what the writer thinks about this |

37 Participants in the Santa Cruz study were more accurate at identifying the laughs of friends than those of strangers.

38 The researchers in the San Diego study were correct in their predictions regarding the behaviour of the high-status individuals.

39 The participants in the Australian National University study were given a fixed amount of time to complete the task focusing on employee profiles.

40 Cheng and Wang’s conclusions were in line with established notions regarding task performance.

WRITING

TASK 1

You should spend about 20 minutes on this task

The table shows the number of employees and factories producing silk in England and Wales between 1851 and 1901.

Write at least 150 words.

Year	Male	Female	Total employees	Factories
1851	53.964	76.786	130.750	272
1861	41.936	67.933	109.869	761
1871	38.102	53.310	91.412	693
1881	25.766	32.138	67.904	702
1891	28.689	30.336	49.025	663
1901	13.375	25.567	38.942	623

TASK 2

You should spend about 40 minutes on this task

Write about the following topic:

People living in large cities today face many problems in their everyday life. What are these problems? Should governments encourage people to move to smaller regional towns?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

SPEAKING

PART 1

**Accommodation*

Are you living in a house or a flat?

How long have you been living there?

What do you want to change about your neighborhood?

** Holiday*

Are there a lot of holidays in Vietnam?

What do Vietnamese people like to do during holidays?

PART 2:

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help if you wish.

Describe an important historical event and explain why you think it is an important historical event.

- when event it is
- when it happened
- who or what was involved in it

PART 3:

How is history taught in Vietnam?

Is there any difference between teaching history through books and movies?

Why are there many children who do not like to learn history?

PRACTICE TEST 3

LISTENING TEST

PART 1

Questions 1-10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

Children's Engineering Workshops

Tiny Engineers (ages 4-5)

Activities

- Create a cover for an **1** so they can drop it from a height without breaking it.
- Take part in a competition to build the tallest **2**
- Make a **3** powered by a balloon.

Junior Engineers (ages 6-8)

Activities:

- Build model cars, trucks and **4** and learn how to program them so they can move.
- Take part in a competition to build the longest **5** using card and wood.
- Create a short **6** with special software.
- Build, **7** and program a humanoid robot.

Cost for a five-week block: £50

Held on **8** from 10 am to 11 am

Location

Building 10A, **9** Industrial Estate, Grasford

Plenty of **10** is available.

PART 2

Questions 11-14

Choose the correct letter, **A**, **B** or **C**.

11 Stevenson's was founded in ...

A 1923.

B 1924.

C 1926.

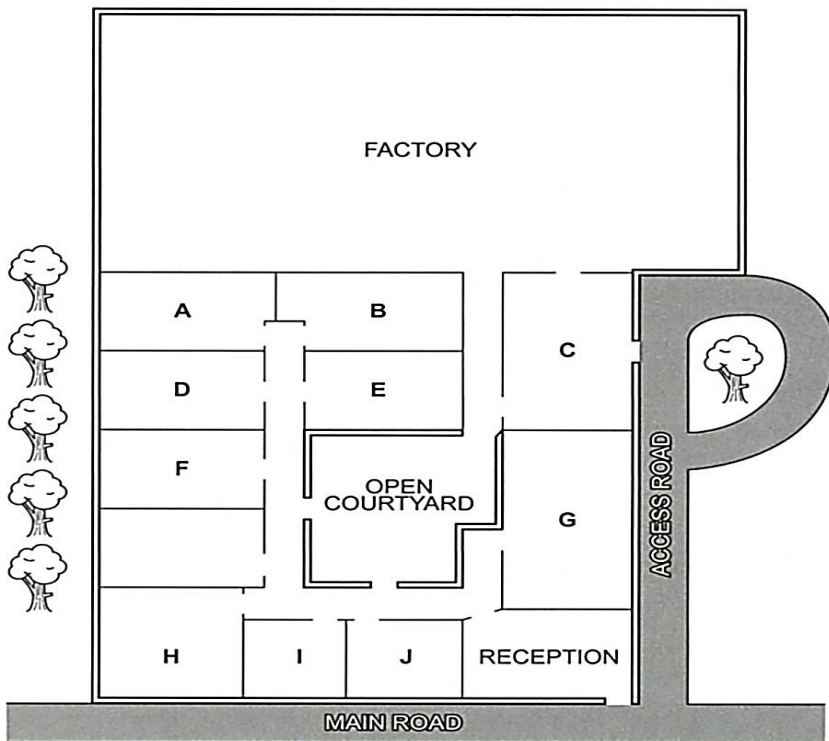
- 12 Originally, Stevenson's manufactured goods for ...
- A the healthcare industry.
 - B the automotive industry.
 - C the machine tools industry.
- 13 What does the speaker say about the company premises?
- A The company has recently moved.
 - B The company has no plans to move.
 - C The company is going to move shortly.
- 14 The program for the work experience group includes ...
- A time to do research.
 - B meetings with a teacher.
 - C talks by staff.

Questions 15-20

Label the map below.

Write the correct letter, A-J, next to Questions 15-20.

Plan of Stevenson's site



- 15 coffee room
- 16 warehouse
- 17 staff canteen
- 18 meeting room
- 19 human resources
- 20 boardroom

PART 3

Questions 21 and 22

Choose **TWO** letters, A-E.

Which **TWO** parts of the introductory stage to their art projects do Jess and Tom agree were useful?

- A the Bird Park visit
- B the workshop sessions
- C the Natural History Museum visit
- D the projects done in previous years
- E the handouts with research sources

Questions 23 and 24

Choose **TWO** letters, A-E.

In which **TWO** ways do both Jess and Tom decide to change their proposals?

- A by giving a rationale for their action plans
- B by being less specific about the outcome
- C by adding a video diary presentation
- D by providing a timeline and a mind map
- E by making their notes more evaluative

Questions 25-30

Which personal meaning do the students decide to give to each of the following pictures?

Choose **SIX** answers from the box and write the correct letter, A-H, next to Questions 25-30.

Personal meanings

- A a childhood memory
- B hope for the future

- C** fast movement
- D** a potential threat
- E** the power of colour
- F** the continuity of life
- G** protection of nature
- H** a confused attitude to nature

Pictures

- 25** Falcon (Landseer)
- 26** Fish hawk (Audubon)
- 27** Kingfisher (van Gogh)
- 28** Portrait of William Wells
- 29** Vairumati (Gauguin)
- 30** Portrait of Giovanni de Medici

PART 4

Questions 31-40

Complete the notes below.

Write **ONE WORD ONLY** for each answer.

Stoicism

Stoicism is still relevant today because of its **31** appeal.

Ancient Stoics

- Stoicism was founded over 2,000 years ago in Greece.
- The Stoics' ideas are surprisingly well known, despite not being intended for **32**

Stoic principles

- Happiness could be achieved by leading a virtuous life.
- Controlling emotions was essential.
- Epictetus said that external events cannot be controlled but the **33** people make in response can be controlled.
- A Stoic is someone who has a different view on experiences which others would consider as **34**

The influence of Stoicism

- George Washington organised a **35** about Cato to motivate his men.
- The French artist Delacroix was a Stoic.

- Adam Smith's ideas on **36** were influenced by Stoicism.
- Some of today's political leaders are inspired by the Stoics.
- Cognitive Behaviour Therapy (CBT)
 - the treatment for **37** is based on ideas from Stoicism
 - people learn to base their thinking on **38**
- In business, people benefit from Stoicism by identifying obstacles as **39**

Relevance of Stoicism

- It requires a lot of **40** but Stoicism can help people to lead a good life.
- It teaches people that having a strong character is more important than anything else.

READING

PASSAGE 1

Why we need to protect polar bears

Polar bears are being increasingly threatened by the effects of climate change, but their disappearance could have far-reaching consequences. They are uniquely adapted to the extreme conditions of the Arctic Circle, where temperatures can reach -40°C . One reason for this is that they have up to 11 centimetres of fat underneath their skin. Humans with comparative levels of adipose tissue would be considered obese and would be likely to suffer from diabetes and heart disease. Yet the polar bear experiences no such consequences.

A 2014 study by Shi Ping Liu and colleagues sheds light on this mystery. They compared the genetic structure of polar bears with that of their closest relatives from a warmer climate, the brown bears. This allowed them to determine the genes that have allowed polar bears to survive in one of the toughest environments on Earth. Liu and his colleagues found the polar bears had a gene known as APOB, which reduces levels of low-density lipoproteins (LDLs)-a form of 'bad' cholesterol. In humans, mutations of this gene are associated with increased risk of heart disease. Polar bears may therefore be an important study model to understand heart disease in humans.

The genome of the polar bear may also provide the solution for another condition, one that particularly affects our older generation: osteoporosis. This is a disease where bones show reduced density, usually caused by insufficient exercise, reduced calcium intake or food starvation. Bone tissue is constantly being remodelled, meaning that bone is added or removed, depending on nutrient availability and the stress that the bone is under. Female polar bears, however, undergo extreme conditions during every pregnancy. Once autumn comes around, these females will dig maternity dens in the snow and will remain there throughout the winter, both before and after the birth of their cubs. This process results in about six months of fasting, where the female bears have to keep themselves and their cubs alive, depleting their own calcium and calorie reserves. Despite this, their bones remain strong and dense.

Physiologists Alanda Lennox and Allen Goodship found an explanation for this paradox in 2008. They discovered that pregnant bears were able to increase the density of their bones before they started to build their dens. In addition, six months later, when they finally emerged from the den with their cubs, there was no evidence of significant loss of bone density. Hibernating brown bears do not have this capacity and must therefore resort to major bone reformation in the following spring. If the mechanism of bone remodelling in polar bears can be understood, many bedridden humans, and even astronauts, could potentially benefit.

The medical benefits of the polar bear for humanity certainly have their importance in our conservation efforts, but these should not be the only factors taken into consideration. We tend to want to protect animals we think are intelligent and possess emotions, such as elephants and primates. Bears, on the other hand, seem to be perceived as stupid and in many cases violent. And yet anecdotal evidence from the field challenges those assumptions, suggesting for example that polar bears have good problem-solving abilities. A male bear called GoGo in Tennoji Zoo, Osaka, has even been observed making use of a tool to manipulate his environment. The bear used a tree branch on multiple occasions to dislodge a piece of meat hung out of his reach. Problem-solving ability has also been witnessed in wild polar bears, although not as obviously as with GoGo. A calculated move by a male bear involved running and

jumping onto barrels in an attempt to get to a photographer standing on a platform four metres high.

In other studies, such as one by Alison Ames in 2008, polar bears showed deliberate and focussed manipulation. For example, Ames observed bears putting objects in piles and then knocking them over in what appeared to be a game. The study demonstrates that bears are capable of agile and thought-out behaviours. These examples suggest bears have greater creativity and problem-solving abilities than previously thought. As for emotions, while the evidence is once again anecdotal, many bears have been seen to hit out at ice and snow—seemingly out of frustration—when they have just missed out on a kill. Moreover, polar bears can form unusual relationships with other species, including playing with the dogs used to pull sleds in the Arctic. Remarkably, one hand-raised polar bear called Agee has formed a close relationship with her owner Mark Dumas to the point where they even swim together. This is even more astonishing since polar bears are known to actively hunt humans in the wild. If climate change were to lead to their extinction, this would mean not only the loss of potential breakthroughs in human medicine, but more importantly, the disappearance of an intelligent, majestic animal.

Questions 1-7

Do the following statements agree with the information given in the Reading Passage?

In following statements below, choose

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if it is impossible to say what the writer thinks about this

- 1** Polar bears suffer from various health problems due to the build-up of fat under their skin.
- 2** The study done by Liu and his colleagues compared different groups of polar bears.
- 3** Liu and colleagues were the first researchers to compare polar bears and brown bears genetically.
- 4** Polar bears are able to control their levels of ‘bad’ cholesterol by genetic means.

- 5 Female polar bears are able to survive for about six months without food.
- 6 It was found that the bones of female polar bears were very weak when they came out of their dens in spring.
- 7 The polar bear's mechanism for increasing bone density could also be used by people one day.

Questions 8-13

Complete the table below.

Choose **ONE WORD ONLY** from the passage for each answer. Write your answers in boxes 8-13 on your answer sheet.

Reasons why polar bears should be protected

People think of bears as unintelligent and **8**

However, this may not be correct. For example:

- In Tennoji Zoo, a bear has been seen using a branch as a **9** This allowed him to knock down some **10**
- A wild polar bear worked out a method of reaching a platform where a **11** was located.
- Polar bears have displayed behaviour such as conscious manipulation of objects and activity similar to a **12**

Bears may also display emotions. For example:

- They may make movements suggesting **13** if disappointed when hunting.
- They may form relationships with other species.

PASSAGE 2

The Step Pyramid of Djoser

A. The pyramids are the most famous monuments of ancient Egypt and still hold enormous interest for people in the present day. These grand, impressive tributes to the memory of the Egyptian kings have become linked with the country even though other cultures, such as the Chinese and Mayan, also built pyramids. The evolution of the pyramid form has been written and argued about for centuries. However, there is no question that, as far as Egypt is concerned, it began with one monument to one king designed by one brilliant architect: the Step Pyramid of Djoser at Saqqara.

B. Djoser was the first king of the Third Dynasty of Egypt and the first to build in stone. Prior to Djoser's reign, tombs were rectangular monuments made of dried clay brick, which covered underground passages where the deceased person was buried. For reasons which remain unclear, Djoser's main official, whose name was Imhotep, conceived of building a taller, more impressive tomb for his king by stacking stone slabs on top of one another, progressively making them smaller, to form the shape now known as the Step Pyramid. Djoser is thought to have reigned for 19 years, but some historians and scholars attribute a much longer time for his rule, owing to the number and size of the monuments he built.

C. The Step Pyramid has been thoroughly examined and investigated over the last century, and it is now known that the building process went through many different stages. Historian Marc Van de Mieroop comments on this, writing 'Much experimentation was involved, which is especially clear in the construction of the pyramid in the center of the complex. It had several plans... before it became the first Step Pyramid in history, piling six levels on top of one another... The weight of the enormous mass was a challenge for the builders, who placed the stones at an inward incline in order to prevent the monument breaking up.

D. When finally completed, the Step Pyramid rose 62 meters high and was the tallest structure of its time. The complex in which it was built was the size of a city in ancient Egypt and included a temple, courtyards, shrines, and living quarters for the priests. It covered a region of 16 hectares and was surrounded by a wall 10.5 meters high. The wall had 13 false doors cut into it with only one true entrance cut into the south-east corner; the entire wall was then ringed by a trench 750 meters long and 40 meters wide. The false doors and the trench were incorporated into the complex to discourage unwanted visitors. If someone wished to enter, he or she would have needed to know in advance how to find the location of the true opening in the wall. Djoser was so proud of his accomplishment that he broke the tradition of having only his own name on the monument and had Imhotep's name carved on it as well.

E. The burial chamber of the tomb, where the king's body was laid to rest, was dug beneath the base of the pyramid, surrounded by a vast maze of

long tunnels that had rooms off them to discourage robbers. One of the most mysterious discoveries found inside the pyramid was a large number of stone vessels. Over 40,000 of these vessels, of various forms and shapes, were discovered in storerooms off the pyramid's underground passages. They are inscribed with the names of rulers from the First and Second Dynasties of Egypt and made from different kinds of stone. There is no agreement among scholars and archaeologists on why the vessels were placed in the tomb of Djoser or what they were supposed to represent. The archaeologist Jean-Philippe Lauer, who excavated most of the pyramid and complex, believes they were originally stored and then given a 'proper burial' by Djoser in his pyramid to honor his predecessors. There are other historians, however, who claim the vessels were dumped into the shafts as yet another attempt to prevent grave robbers from getting to the king's burial chamber.

F. Unfortunately, all of the precautions and intricate design of the underground network did not prevent ancient robbers from finding a way in. Djoser's grave goods, and even his body, were stolen at some point in the past and all archaeologists found were a small number of his valuables overlooked by the thieves. There was enough left throughout the pyramid and its complex, however, to astonish and amaze the archaeologists who excavated it.

G. Egyptologist Miroslav Verner writes, 'Few monuments hold a place in human history as significant as that of the Step Pyramid in Saqqara ... It can be said without exaggeration that this pyramid complex constitutes a milestone in the evolution of monumental stone architecture in Egypt and in the world as a whole.' The Step Pyramid was a revolutionary advance in architecture and became the archetype which all the other great pyramid builders of Egypt would follow.

Questions 14-20

Reading Passage 2 has seven paragraphs, A-G.

Choose the correct heading for each paragraph from the list of headings below.

Write the correct number, i-ix, in boxes 14-20 on your answer sheet.

List of Headings

- i** The areas and artefacts within the pyramid itself
- ii** A difficult task for those involved

- iii A king who saved his people
- iv A single certainty among other less definite facts
- v An overview of the external buildings and areas
- vi A pyramid design that others copied
- vii An idea for changing the design of burial structures
- viii An incredible experience despite the few remains
- ix The answers to some unexpected questions

14 Paragraph A

15 Paragraph B

16 Paragraph C

17 Paragraph D

18 Paragraph E

19 Paragraph F

20 Paragraph G

Questions 21-24

Complete the notes below.

Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 21-24 on your answer sheet.

The Step Pyramid of Djoser

The complex that includes the Step Pyramid and its surroundings is considered to be as big as an Egyptian **21** of the past. The area outside the pyramid included accommodation that was occupied by **22**, along with many other buildings and features.

A wall ran around the outside of the complex and a number of false entrances were built into this. In addition, a long **23** encircled the wall. As a result, any visitors who had not been invited were cleverly prevented from entering the pyramid grounds unless they knew the **24** of the real entrance.

Questions 25-26

Choose **TWO** letters, A-E.

Write the correct letters in boxes 25 and 26 on your answer sheet.

Which **TWO** of the following points does the writer make about King Djoser?

A Initially he had to be persuaded to build in stone rather than clay.

- B** There is disagreement concerning the length of his reign.
- C** He failed to appreciate Imhotep's part in the design of the Step Pyramid.
- D** A few of his possessions were still in his tomb when archaeologists found it.
- E** He criticised the design and construction of other pyramids in Egypt.

PASSAGE 3

The future of work

According to a leading business consultancy, 3 - 14% of the global workforce will need to switch to a different occupation within the next 10-15 years, and all workers will need to adapt as their occupations evolve alongside increasingly capable machines. Automation-or embodied artificial intelligence (AI) - is one aspect of the disruptive effects of technology on the labour market. 'Disembodied AI', like the algorithms running in our smartphones, is another.

Dr Stella Pachidi from Cambridge Judge Business School believes that some of the most fundamental changes are happening as a result of the 'algorithmicisation' of jobs that are dependent on data rather than on production-the so-called knowledge economy. Algorithms are capable of learning from data to undertake tasks that previously needed human judgement, such as reading legal contracts, analysing medical scans and gathering market intelligence.

'In many cases, they can outperform humans,' says Pachidi. Organisations are attracted to using algorithms because they want to make choices based on what they consider is "perfect information", as well as to reduce costs and enhance productivity.

"But these enhancements are not without consequences,' says Pachidi. 'f routine cognitive tasks are taken over by AI, how do professions develop their future experts?' she asks. 'One way of learning about a job is "legitimate peripheral participation"-a novice stands next to experts and learns by observation. If this isn't happening, then you need to find new ways to learn.'

Another issue is the extent to which the technology influences or even controls the workforce. For over two years, Pachidi monitored a

telecommunications company. ‘The way telecoms salespeople work is through personal and frequent contact with clients, using the benefit of experience to assess a situation and reach a decision. However, the company had started using an algorithm that defined when account managers should contact certain customers about which kinds of campaigns and what to offer them.’

The algorithm-usually built by external designers-often becomes the keeper of knowledge, she explains. In cases like this, Pachidi believes, a short-sighted view begins to creep into working practices whereby workers learn through the ‘algorithm’s eyes’ and become dependent on its instructions. Alternative explorations-where experimentation and human instinct lead to progress and new ideas-are effectively discouraged.

Pachidi and colleagues even observed people developing strategies to make the algorithm work to their own advantage. “We are seeing cases where workers feed the algorithm with false data to reach their targets,” she reports.

It’s scenarios like these that many researchers are working to avoid. Their objective is to make AI technologies more trustworthy and transparent, so that organisations and individuals understand how AI decisions are made. In the meantime, says Pachidi, “We need to make sure we fully understand the dilemmas that this new world raises regarding expertise, occupational boundaries and control”.

Economist Professor Hamish Low believes that the future of work will involve major transitions across the whole life course for everyone: “The traditional trajectory of full-time education followed by full-time work followed by a pensioned retirement is a thing of the past,” says Low. Instead, he envisages a multistage employment life: one where retraining happens across the life course, and where multiple jobs and no job happen by choice at different stages.

On the subject of job losses, Low believes the predictions are founded on a fallacy: “It assumes that the number of jobs is fixed. If in 30 years, half of 100 jobs are being carried out by robots, that doesn’t mean we are left with just 50 jobs for humans. The number of jobs will increase: we would expect there to be 150 jobs.” Dr Ewan McGaughey, at Cambridge’s Centre for Business Research and King’s College London, agrees that ‘apocalyptic’ views about

the future of work are misguided. “It's the laws that restrict the supply of capital to the job market, not the advent of new technologies that causes unemployment.” His recently published research answers the question of whether automation, AI and robotics will mean a ‘jobless future’ by looking at the causes of unemployment. ‘History is clear that change can mean redundancies. But social policies can tackle this through retraining and redeployment.’

He adds: ‘If there is going to be change to jobs as a result of AI and robotics then I’d like to see governments seizing the opportunity to improve policy to enforce good job security. We can “reprogramme” the law to prepare for a fairer future of work and leisure. McGaughey’s findings are a call to arms to leaders of organisations, governments and banks to pre-empt the coming changes with bold new policies that guarantee full employment, fair incomes and a thriving economic democracy.

“The promises of these new technologies are astounding. They deliver humankind the capacity to live in a way that nobody could have once imagined” he adds. “Just as the industrial revolution brought people past subsistence agriculture, and the corporate revolution enabled mass production, a third revolution has been pronounced. But it will not only be one of technology. The next revolution will be social.”

Questions 27-30

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 27-30 on your answer sheet.

27 The first paragraph tells us about ...

- A** the kinds of jobs that will be most affected by the growth of AI.
- B** the extent to which AI will alter the nature of the work that people do.
- C** the proportion of the world’s labour force who will have jobs in AI in the future.
- D** the difference between ways that embodied and disembodied AI with impact on workers.

28 According to the second paragraph, what is Stella Pachidi’s view of the ‘knowledge economy’?

- A It is having an influence on the number of jobs available.
- B It is changing people's attitudes towards their occupations.
- C It is the main reason why the production sector is declining.
- D It is a key factor driving current developments in the workplace.

29 What did Pachidi observe at the telecommunications company?

- A staff disagreeing with the recommendations of AI
- B staff feeling resentful about the intrusion of AI in their work
- C staff making sure that AI produces the results that they want
- D staff allowing AI to carry out tasks they ought to do themselves

30 In his recently published research, Ewan McGaughey ...

- A challenges the idea that redundancy is a negative thing.
- B shows the profound effect of mass unemployment on society.
- C highlights some differences between past and future job losses.
- D illustrates how changes in the job market can be successfully handled.

Questions 31-34

Complete the summary using the list of words, **A-G**, below.

Write the correct letter, A-G, in boxes 31-34 on your answer sheet.

The 'algorithmic' of jobs

Stella Pachidi of Cambridge Judge Business School has been focusing on the 'algorithmic' of jobs which rely not on production but on **31**

While monitoring a telecommunications company, Pachidi observed a growing **32** on the recommendations made by AI, as workers begin to learn through the 'algorithm's eyes'. Meanwhile, staff are deterred from experimenting and using their own **33** and are therefore prevented from achieving innovation.

To avoid the kind of situations which Pachidi observed, researchers are trying to make AI's decision-making process easier to comprehend, and to increase users' **34** with regard to the technology.

- | | | |
|---------------|----------------|--------------|
| A pressure | B satisfaction | C intuition |
| D promotion | E reliance | F confidence |
| G information | | |

Questions 35-40

Look at the following statements (Questions 35-40) and the list of people below.

Match each statement with the correct person, **A**, **B** or **C**.

Write the correct letter, A, B or C, in boxes 35-40 on your answer sheet.

NB *You may use any letter more than once.*

35 Greater levels of automation will not result in lower employment.

36 There are several reasons why AI is appealing to businesses.

37 AI's potential to transform people's lives has parallels with major cultural shifts which occurred in previous eras.

38 It is important to be aware of the range of problems that AI causes.

39 People are going to follow a less conventional career path than in the past.

40 Authorities should take measures to ensure that there will be adequately paid work for everyone.

List of people

A Stella Pachidi

B Hamish Low

C Ewan McGaughey

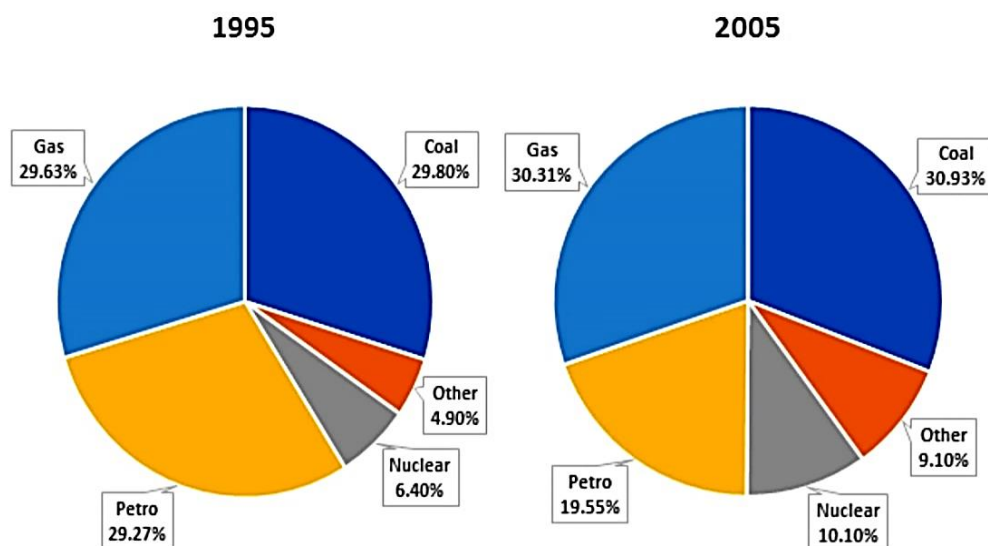
WRITING

TASK 1

You should spend about 20 minutes on this task

The chart below shows a comparison of different kinds of energy production in France in 1995 and 2005.

Write at least 150 words.



TASK 2

You should spend about 40 minutes on this task

Write about the following topic:

In some countries, more and more people are becoming interested in finding out about the history of the house or building they live in.

What are the reasons for this? How can people research this?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

SPEAKING

Part 1

Study

Where are you studying now?

Why did you choose that school?

What is your favorite subject at school?

Is there anything you want to improve in your school?

Shoes

How often do you buy shoes?

Have you ever bought shoes online?

Do you prefer comfortable shoes or good-looking shoes?

Sky

Do you like to look at the sky at night?

Do you prefer the sky in the morning or the sky at night?

Can you see the moon and stars at night where you live?

Part 2

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help if you wish.

Describe a kind of food people eat in a special occasion

- when you eat that meal
- how you prepare it
- what ingredients are used to prepare it

and explain why you enjoy it.

Part 3

Do Vietnamese people eat rice every day?

Do people in your country like to eat food from plants or animals?

In your opinion, should people become vegetarians?

Should we eat more for breakfast or lunch?

Is there any difference in the food that the rich and the poor eat?

PRACTICE TEST 4

LISTENING

PART 1

Questions 1-10

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.

Copying photos to digital format

Name of company: Picturerep

Requirements

- Maximum size of photos is 30 cm, minimum size 4 cm.
- Photos must not be in a **1** or an album.

Cost

- The cost for 360 photos is **2** £ (including one disk).
- Before the complete order is sent, **3** is required.

Services included in the price

- Photos can be placed in a folder, e.g. with the name **4**
- The **5** and contrast can be improved if necessary.
- Photos which are very fragile will be scanned by **6**

Special restore service (costs extra)

- It may be possible to remove an object from a photo, or change the **7**
- A photo which is not correctly in **8** cannot be fixed.

Other information

- Orders are completed within **9**
- Send the photos in a box (not **10**).

PART 2

Questions 11-15

Choose the correct letter, **A**, **B** or **C**.

Minster Park

11 Dartfield House school used to be...

- A a tourist information centre.
- B a private home.
- C a local council building.

- 12 What is planned with regard to the lower school?
- A All buildings on the main site will be improved.
 - B The lower school site will be used for new homes.
 - C Additional school buildings will be constructed on the lower school site.
- 13 The catering has been changed because of...
- A long queuing times.
 - B changes to the school timetable.
 - C dissatisfaction with the menus.
- 14 Parents are asked to...
- A help their children to decide in advance which serving point to use.
 - B make sure their children have enough money for food.
 - C advise their children on healthy food to eat.
- 15 What does the speaker say about the existing canteen?
- A Food will still be served there.
 - B Only staff will have access to it.
 - C Pupils can take their food into it.

Questions 16-18

What comment does the speaker make about each of the following serving points in the Food Hall?

Choose **THREE** answers from the box and write the correct letter, **A-D**, next to Questions 16-18.

Comments

- A pupils help to plan menus
- B only vegetarian food
- C different food every week
- D daily change in menu

Food available at serving points in Food Hall

- 16 World Adventures
- 17 Street Life

18 Speedy Italian

Questions 19 and 20

Choose **TWO** letters, **A-E**. Which **TWO** optional after-school lessons are new?

- A swimming
- B piano
- C acting
- D cycling
- E theatre sound and lighting

PART 3

Questions 21-24

Choose the correct letter **A**, **B** or **C**.

Assignment on sleep and dreams

- 21 Luke read that one reason why we often forget dreams is that...
- A our memories cannot cope with too much information.
 - B we might otherwise be confused about what is real.
 - C we do not think they are important.
- 22 What do Luke and Susie agree about dreams predicting the future?
- A It may just be due to chance.
 - B It only happens with certain types of event.
 - C It happens more often than some people think.
- 23 Susie says that a study on pre-school children having a short nap in the day...
- A had controversial results.
 - B used faulty research methodology.
 - C failed to reach any clear conclusions.
- 24 In their last assignment, both students had problems with
- A statistical analysis.
 - B making an action plan.
 - C self-assessment

Questions 25-30

Complete the flow chart below.

Write **ONE WORD ONLY** for each answer.

Assignment plan

Decide on research question:

Is there a relationship between hours of sleep and number of dreams?



Decide on sample:

Twelve students from the **25** department



Decide on methodology:

Self-reporting



Decide on procedure:

Answers on **26**



Check ethical guidelines for working with **27**

Ensure that risk is assessed and **28** is kept to a minimum



Analyse the results

Calculate the correlation and make a **29**



30 the research

PART 4

Questions 31-40

Complete the notes below. Write **ONE WORD ONLY** for each answer.

Health benefits of dance

Recent findings:

- All forms of dance produce various hormones associated with feelings of happiness.
- Dancing with others has a more positive impact than dancing alone.
- An experiment on university students suggested that dance increases **31**
- For those with mental illness, dance could be used as a form of **32**

Benefits of dance for older people:

- accessible for people with low levels of **33**
- reduces the risk of heart disease
- better **34** reduces the risk of accidents
- improves **35** function by making it work faster
- improves participants' general well-being
- gives people more **36** to take exercise
- can lessen the feeling of **37**, very common in older people

Benefits of Zumba:

- A study at The University of Wisconsin showed that doing Zumba for 40 minutes uses up as many **38** as other quite intense forms of exercise.
- The American Journal of Health Behavior study showed that:
 - women suffering from **39** benefited from doing Zumba.
 - Zumba became a **40** for the participants.

READING

READING PASSAGE 1

The White Horse of Uffington

The cutting of huge figures or 'geoglyphs' into the earth of English hillsides has taken place for more than 3,000 years. There are 56 hill figures scattered around England, with the vast majority on the chalk downlands of the country's southern counties. The figures include giants, horses, crosses and regimental badges. Although the majority of these geoglyphs date within the last 300 years or so, there are one or two that are much older.

The most famous of these figures is perhaps also the most mysterious - the Uffington White Horse in Oxfordshire. The White Horse has recently been

re-dated and shown to be even older than its previously assigned ancient pre-Roman Iron Age date. More controversial is the date of the enigmatic Long Man of Wilmington in Sussex. While many historians are convinced the figure is prehistoric, others believe that it was the work of an artistic monk from a nearby priory and was created between the 11th and 15th centuries.

The method of cutting these huge figures was simply to remove the overlying grass to reveal the gleaming white chalk below. However, the grass would soon grow over the geoglyph again unless it was regularly cleaned or scoured by a fairly large team of people. One reason that the vast majority of hill figures have disappeared is that when the traditions associated with the figures faded, people no longer bothered or remembered to clear away the grass to expose the chalk outline. Furthermore, over hundreds of years the outlines would sometimes change due to people not always cutting in exactly the same place, thus creating a different shape to the original geoglyph. The fact that any ancient hill figures survive at all in England today is testament to the strength and continuity of local customs and beliefs which, in one case at least, must stretch back over millennia.

The Uffington Horse is a unique, stylized representation of a horse consisting of a long, sleek back, thin disjointed legs, a streaming tail, and a bird-like beaked head. The elegant creature almost melts into the landscape. The horse is situated 2.5 km from Uffington village on a steep slope close to the Late Bronze Age (c. 7th century BCE) hillfort of Uffington Castle and below the Ridgeway, a long-distance Neolithic track.

The Uffington Horse is also surrounded by Bronze Age burial mounds. It is not far from the Bronze Age cemetery of Lambourn Seven Barrows, which consists of more than 30 well-preserved burial mounds. The carving has been placed in such a way as to make it extremely difficult to see from close quarters, and like many geoglyphs is best appreciated from the air. Nevertheless, there are certain areas of the Vale of the White Horse, the valley containing and named after the enigmatic creature, from which an adequate impression may be gained. Indeed on a clear day the carving can be seen from up to 30 km away.

The earliest evidence of a horse at Uffington is from the 1070s CE when 'White Horse Hill' is mentioned in documents from the nearby Abbey of Abingdon, and the first reference to the horse itself is soon after, in 1190 CE. However, the carving is believed to date back much further than that. Due to the similarity of the Uffington White Horse to the stylised depictions of horses on 1st century BCE coins, it had been thought that the creature must also date to that period.

However, in 1995 Optically Stimulated Luminescence (OSL) testing was carried out by the Oxford Archaeological Unit on soil from two of the lower layers of the horse's body, and from another cut near the base. The result was a date for the horse's construction somewhere between 1400 and 600 BCE - in other words, it had a Late Bronze Age or Early Iron Age origin.

The latter end of this date range would tie the carving of the horse in with occupation of the nearby Uffington hillfort, indicating that it may represent a tribal emblem marking the land of the inhabitants of the hillfort. Alternatively, the carving may have been carried out during a Bronze or Iron Age ritual. Some researchers see the horse as representing the Celtic horse goddess Epona, who was worshipped as a protector of horses, and for her associations with fertility. However, the cult of Epona was not imported from Gaul (France) until around the first century CE. This date is at least six centuries after the Uffington Horse was probably carved. Nevertheless, the horse had great ritual and economic significance during the Bronze and Iron Ages, as attested by its depictions on jewellery and other metal objects. It is possible that the carving represents a goddess in native mythology, such as Rhiannon, described in later Welsh mythology as a beautiful woman dressed in gold and riding a white horse.

The fact that geoglyphs can disappear easily, along with their associated rituals and meaning, indicates that they were never intended to be anything more than temporary gestures. But this does not lessen their importance. These giant carvings are a fascinating glimpse into the minds of their creators and how they viewed the landscape in which they lived.

Questions 1-8

Do the following statements agree with the information given in Reading Passage 1?

In boxes 1-8 on your answer sheet, write

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

- 1 Most geoglyphs in England are located in a particular area of the country.
- 2 There are more geoglyphs in the shape of a horse than any other creature.
- 3 A recent dating of the Uffington White Horse indicates that people were mistaken about its age.
- 4 Historians have come to an agreement about the origins of the Long Man of Wilmington.
- 5 Geoglyphs were created by people placing white chalk on the hillside.
- 6 Many geoglyphs in England are no longer visible.
- 7 The shape of some geoglyphs has been altered over time.
- 8 The fame of the Uffington White Horse is due to its size.

Questions 9-13

Complete the summary below. Choose **ONE WORD ONLY** from the passage for each answer.

Write your answers in boxes 9-13 on your answer sheet.

The Uffington White Horse

The location of the Uffington White Horse:

- a distance of 2.5 km from Uffington village
- near an ancient road known as the 9
- close to an ancient cemetery that has a number of burial mounds

Dating the Uffington White Horse:

- first reference to White Horse Hill appears in 10 from the 1070s
- horses shown on coins from the period 100 BCE-1 BCE are similar in appearance
- according to analysis of the surrounding 11, the Horse is Late Bronze Age / Early Iron Age

Possible reasons for creation of the Uffington White Horse:

- an emblem to indicate land ownership
- formed part of an ancient ritual
- was a representation of goddess Epona-associated with protection of horses and **12**.....
- was a representation of a Welsh goddess called **13**

READING PASSAGE 2

I contain multitudes

Wendy Moore reviews Ed Yong's book about microbes

Microbes, 46 most of them bacteria, have populated this planet since long before animal life developed and they will outlive us. Invisible to the naked eye, they are ubiquitous. They inhabit the soil, air, rocks and water and are present within every form of life, from seaweed and coral to dogs and humans. And, as Yong explains in his utterly absorbing and hugely important book, we mess with them at our peril.

Every species has its own colony of microbes, called a 'microbiome', and these microbes vary not only between species but also between individuals and within different parts of each individual. What is amazing is that while the number of human cells in the average person is about 30 trillion, the number of microbial ones is higher-about 39 trillion. At best, Yong informs us, we are only 50 per cent human. Indeed, some scientists even suggest we should think of each species and its microbes as a single unit, dubbed a 'holobiont'.

In each human there are microbes that live only in the stomach, the mouth or the armpit and by and large they do so peacefully. So 'bad' microbes are just microbes out of context. Microbes that sit contentedly in the human gut (where there are more microbes than there are stars in the galaxy) can become deadly if they find their way into the bloodstream. These communities are constantly changing too. The right hand shares just one sixth of its microbes with the left hand. And, of course, we are surrounded by microbes. Every time we eat, we swallow a million microbes in each gram of food; we are continually swapping microbes with other humans, pets and the world at large.

It's a fascinating topic and Yong, a young British science journalist, is an extraordinarily adept guide. Writing with lightness and panache, he has a knack

of explaining complex science in terms that are both easy to understand and totally enthralling. Yong is on a mission. Leading us gently by the hand, he takes us into the world of microbes-a bizarre, alien planet-in a bid to persuade us to love them as much as he does. By the end, we do.

For most of human history we had no idea that microbes existed. The first man to see these extraordinarily potent creatures was a Dutch lens-maker called Antony van Leeuwenhoek in the 1670s. Using microscopes of his own design that could magnify up to 270 times, he examined a drop of water from a nearby lake and found it teeming with tiny creatures he called 'animalcules'. It wasn't until nearly two hundred years later that the research of French biologist Louis Pasteur indicated that some microbes caused disease. It was Pasteur's 'germ theory that gave bacteria the poor image that endures today.

Yong's book is in many ways a plea for microbial tolerance, pointing out that while fewer than one hundred species of bacteria bring disease, many thousands more play a vital role in maintaining our health. The book also acknowledges that our attitude towards bacteria is not a simple one. We tend to see the dangers posed by bacteria, yet at the same time we are sold yoghurts and drinks that supposedly nurture 'friendly' bacteria. In reality, says Yong, bacteria should not be viewed as either friends or foes, villains or heroes. Instead we should realise we have a symbiotic relationship, that can be mutually beneficial or mutually destructive.

What then do these millions of organisms do? The answer is pretty much everything. New research is now unravelling the ways in which bacteria aid digestion, regulate our immune systems, eliminate toxins, produce vitamins, affect our behaviour and even combat obesity. "They actually help us become who we are," says Yong. But we are facing a growing problem. Our obsession with hygiene, our overuse of antibiotics and our unhealthy, low-fibre diets are disrupting the bacterial balance and may be responsible for soaring rates of allergies and immune problems, such as inflammatory bowel disease (IBD).

The most recent research actually turns accepted norms upside down. For example, there are studies indicating that the excessive use of household detergents and antibacterial products actually destroys the microbes that normally keep the more dangerous germs at bay. Other studies show that

keeping a dog as a pet gives children early exposure to a diverse range of bacteria, which may help protect them against allergies later.

The readers of Yong's book must be prepared for a decidedly unglamorous world. Among the less appealing case studies is one about a fungus that is wiping out entire populations of frogs and that can be halted by a rare microbial bacterium. Another is about squid that carry luminescent bacteria that protect them against predators. However, if you can overcome your distaste for some of the investigations, the reasons for Yong's enthusiasm become clear. The microbial world is a place of wonder. Already, in an attempt to stop mosquitoes spreading dengue fever-a disease that infects 400 million people a year-mosquitoes are being loaded with a bacterium to block the disease. In the future, our ability to manipulate microbes means we could construct buildings with useful microbes built into their walls to fight off infections. Just imagine a neonatal hospital ward coated in a specially mixed cocktail of microbes so that babies get the best start in life.

Questions 14-16

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 14-16 on your answer sheet.

- 14** What point does the writer make about microbes in the first paragraph?
- A** They adapt quickly to their environment.
 - B** The risk they pose has been exaggerated.
 - C** They are more plentiful in animal life than plant life.
 - D** They will continue to exist for longer than the human race.
- 15** In the second paragraph, the writer is impressed by the fact that ...
- A** each species tends to have vastly different microbes.
 - B** some parts of the body contain relatively few microbes.
 - C** the average individual has more microbial cells than human ones.
 - D** scientists have limited understanding of how microbial cells behave.
- 16** What is the writer doing in the fifth paragraph?
- A** explaining how a discovery was made
 - B** comparing scientists' theories about microbes
 - C** describing confusion among scientists

D giving details of how microbes cause disease

Questions 17-20

Complete the summary using the list of words, **A-H**, below.

Write the correct letter, A-H, in boxes 17-20 on your answer sheet.

We should be more tolerant of microbes

Yong's book argues that we should be more tolerant of microbes. Many have a beneficial effect, and only a relatively small number lead to **17** And although it is misleading to think of microbes as 'friendly', we should also stop thinking of them as the enemy. In fact, we should accept that our relationship with microbes is one based on **18**

New research shows that microbes have numerous benefits for humans. Amongst other things, they aid digestion, remove poisons, produce vitamins and may even help reduce obesity. However, there is a growing problem. Our poor **19** our overuse of antibiotics, and our excessive focus on **20** are upsetting the bacterial balance and may be contributing to the huge increase in allergies and immune system problems.

A solution

B partnership

C destruction

D exaggeration

E cleanliness

F regulations

G illness

H nutrition

Questions 21-26

Do the following statements agree with the claims of the writer in Reading Passage 2?

In boxes 21-26 on your answer sheet, write

YES if the statement agrees with the claims of the writer

NO if the statement contradicts the claims of the writer

NOT GIVEN if it is impossible to say what the writer thinks about this

21 It is possible that using antibacterial products in the home fails to have the desired effect.

22 It is a good idea to ensure that children come into contact with as few bacteria as possible.

23 Yong's book contains more cause studies than are necessary.

24 The case study about bacteria that prevent squid from being attacked may have limited appeal.

- 25 Efforts to control dengue fever have been surprisingly successful
- 26 Microbes that reduce the risk of infection have already been put inside the walls of some hospital wards.

READING PASSAGE 3

How to make wise decisions

Across cultures, wisdom has been considered one of the most revered human qualities. Although the truly wise may seem few and far between, empirical research examining wisdom suggests that it isn't an exceptional trait possessed by a small handful of bearded philosophers after all—in fact, the latest studies suggest that most of us have the ability to make wise decisions, given the right context.

“It appears that experiential, situational, and cultural factors are even more powerful in shaping wisdom than previously imagined,” says Associate Professor Igor Grossmann of the University of Waterloo in Ontario, Canada. “Recent empirical findings from cognitive, developmental, social, and personality psychology cumulatively suggest that people’s ability to reason wisely varies dramatically across experiential and situational contexts. Understanding the role of such contextual factors offers unique insights into understanding wisdom in daily life, as well as how it can be enhanced and taught.”

‘It seems that it’s not so much that some people simply possess wisdom and others lack it, but that our ability to reason wisely depends on a variety of external factors. ‘It is impossible to characterize thought processes attributed to wisdom without considering the role of contextual factors,’ explains Grossmann. ‘In other words, wisdom is not solely an “inner quality” but rather unfolds as a function of situations people happen to be in. Some situations are more likely to promote wisdom than others.’

Coming up with a definition of wisdom is challenging, but Grossmann and his colleagues have identified four key characteristics as part of a framework of wise reasoning. One is intellectual humility or recognition of the limits of our own knowledge, and another is appreciation of perspectives wider than the issue at hand. Sensitivity to the possibility of change in social relations

is also key, along with compromise or integration of different attitudes and beliefs.

Grossmann and his colleagues have also found that one of the most reliable ways to support wisdom in our own day-to-day decisions is to look at scenarios from a third-party perspective, as though giving advice to a friend. Research suggests that when adopting a first-person viewpoint we focus on the focal features of the environment and when we adopt a third-person, observer viewpoint we reason more broadly and focus more on interpersonal and moral ideals such as justice and impartiality. Looking at problems from this more expansive viewpoint appears to foster cognitive processes related to wise decisions.

What are we to do, then, when confronted with situations like a disagreement with a spouse or negotiating a contract at work, that require us to take a personal stake? Grossmann argues that even when we aren't able to change the situation, we can still evaluate these experiences from different perspectives.

For example, in one experiment that took place during the peak of a recent economic recession, graduating college seniors were asked to reflect on their job prospects. The students were instructed to imagine their career either 'as if you were a distant observer' or 'before your own eyes as if you were right there'. Participants in the group assigned to the distant observer's role displayed more wisdom-related reasoning (intellectual humility and recognition of change) than did participants in the control group.

In another study, couples in long-term romantic relationships were instructed to visualize an unresolved relationship conflict either through the eyes of an outsider or from their own perspective. Participants then discussed the incident with their partner for 10 minutes, after which they wrote down their thoughts about it. Couples in the 'other's eyes' condition were significantly more likely to rely on wise reasoning-recognizing others' perspectives and searching for a compromise-compared to the couples in the egocentric condition.

‘Ego-decentering promotes greater focus on others and enables a bigger picture, conceptual view of the experience, affording recognition of intellectual humility and change,’ says Grossmann.

We might associate wisdom with intelligence or particular personality traits, but research shows only a small positive relationship between wise thinking and crystallized intelligence and the personality traits of openness and agreeableness. ‘It is remarkable how much people can vary in their wisdom from one situation to the next, and how much stronger such contextual effects are for understanding the relationship between wise judgment and its social and affective outcomes as compared to the generalized “traits”,’ Grossmann explains. “That is, knowing how wisely a person behaves in a given situation is more informative for understanding their emotions or likelihood to forgive [or] retaliate as compared to knowing whether the person may be wise “in general”.

Questions 27-30

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 27-30 on your answer sheet.

- 27** What point does the writer make in the first paragraph?
- A** Wisdom appears to be unique to the human race.
 - B** A basic assumption about wisdom may be wrong.
 - C** Concepts of wisdom may depend on the society we belong to.
 - D** There is still much to be discovered about the nature of wisdom.
- 28** What does Igor Grossmann suggest about the ability to make wise decisions?
- A** It can vary greatly from one person to another.
 - B** Earlier research into it was based on unreliable data.
 - C** The importance of certain influences on it was underestimated.
 - D** Various branches of psychology define it according to their own criteria.
- 29** According to the third paragraph, Grossmann claims that the level of wisdom an individual shows...
- A** can be greater than they think it is.
 - B** will be different in different circumstances.
 - C** may be determined by particular aspects of their personality.

D should develop over time as a result of their life experiences.

30 What is described in the fifth paragraph?

- A** a difficulty encountered when attempting to reason wisely
- B** an example of the type of person who is likely to reason wisely
- C** a controversial view about the benefits of reasoning wisely
- D** a recommended strategy that can help people to reason wisely

Questions 31-35

Complete the summary using the list of words, **A-J**, below.

Write the correct letter, A-J, in boxes 31-35 on your answer sheet.

The characteristics of wise reasoning

Igor Grossmann and colleagues have established four characteristics which enable us to make wise decisions. It is important to have a certain degree of **31** regarding the extent of our knowledge, and to take into account **32** which may not be the same as our own. We should also be able to take a broad **33** of any situation. Another key characteristic is being aware of the likelihood of alterations in the way that people relate to each other.

Grossmann also believes that it is better to regard scenarios with **34** By avoiding the first-person perspective, we focus more on **35** and on other moral ideals, which in turn leads to wiser decision-making.

- | | | |
|-------------------|----------------------|----------------------|
| A opinions | B confidence | C view |
| D modesty | E problems | F objectivity |
| G fairness | H experiences | I range |
| J reasons | | |

Questions 36-40

Do the following statements agree with the information given in Reading Passage 3?

In boxes 36-40 on your answer sheet, write

- TRUE** if the statement agrees with the information
FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this

36 Students participating in the job prospects experiment could choose one of two perspectives to take.

- 37 Participants in the couples experiment were aware that they were taking part in a study about wise reasoning.
- 38 In the couples experiments, the length of the couples' relationships had an impact on the results.
- 39 In both experiments, the participants who looked at the situation from a more detached viewpoint tended to make wiser decisions.
- 40 Grossmann believes that a person's wisdom is determined by their intelligence to only a very limited extent.

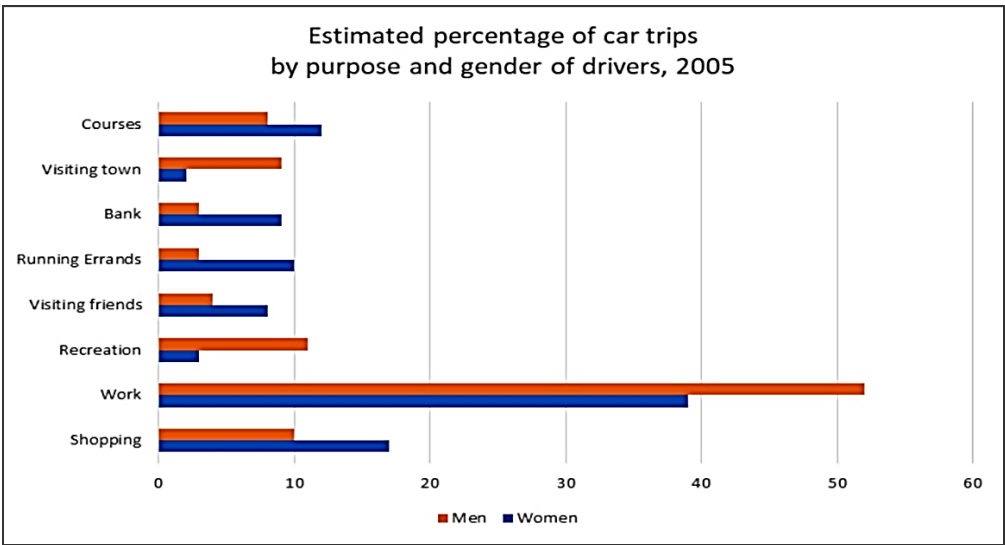
WRITING

TASK 1

You should spend about 20 minutes on this task

The bar chart gives information about the percentage of car trips made by male and female drivers

Write at least 150 words.



TASK 2

You should spend about 40 minutes on this task

Write about the following topic:

In their advertising, businesses nowadays usually emphasize that their products are new in some way. Why is this? Do you think it is a positive or negative development?

Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words.

SPEAKING

Part 1

Pollution

Is your city polluted?

What are the causes of pollution?

Have you ever done anything to help to protect the environment?

Noise

Do you mind noise?

Is there any kind of noise you like?

Are cities becoming noisier?

Part 2

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help if you wish.

Describe a newly built public facility (such as parks, cinemas, etc) that influences your city.

- where the facility is
- when it was built
- what people can do there

and why influence the facility has.

Part 3

What measures should be taken to deal with damages on public facilities?

What facilities do young people and old people like in your country?

What's the difference between facilities in the countryside and the ones in the city?

ANSWER KEYS

LISTENING

Luyện tập 1. Multiple Choice

Answer	Location of the answers in the recording
11. C	<u>Stevenson's</u> is quite an old company. Like me, the founder, Ronald Stevensons, went into the steel industry when he left school-that was in 1923. <u>He set up this company when he finished his apprenticeship, in 1926,</u> although he actually started making plans two years earlier, in 1924.
12. A	Stevenson's long- term plan was to manufacture components for the machine tools industry-although in fact that never came about-and for the automotive industry, that is, cars and lorries. However, there was a delay of five years before that happened, because shortly before the company went into production, <u>Stevenson was given the opportunity to make goods for hospitals and other players in the healthcare industry,</u> so that's what we did for the first five years.
13. B	...we were lucky that the site is big enough, so moving to a new location has never been necessary.
14. C	<u>Most mornings you'll have a presentation from one of the managers,</u> to learn about their department, starting this morning with research and development. In the past, a teacher from your school has come in at the end of each week to find out how the group were getting on, but your school isn't able to arrange that this year.

Luyện tập 2. Matching

Answer	Location of the answers in the recording
25. D	Tom: ... I chose a painting of a falcon by Landseer ... But I can't just say it's a bit scary, can I? Jess: You could talk about the possible danger suggested by the bird's look. Tom: Oh, OK.

26. C	Jess: There's a picture of a fish hawk by Audubon I like... Tom: So you could discuss it in relation to predators and food chains? Jess: Well actually I think I'll concentrate on the impression of <u>rapid motion</u> it gives.
27. A	Jess: Do you know that picture of a kingfisher by van Gogh? Jess: I've actually chosen it because I saw a real kingfisher once when I was little, I was out walking with my grandfather, and I've never forgotten it. Tom: So we can use a <u>personal link</u>? Jess: Sure.
28. H	Tom: There's a portrait called William Wells. ... it's a middle-aged man who's just shot a bird. And his expression, and the way he's holding the bird in his hand suggest he's not sure about what he's done. To me, it's about how <u>ambiguous</u> people are in the way they exploit the <u>natural world</u>.
29. F	Jess: There's Gauguin's picture Vairumati ... Apparently, it's a reference to the <u>never-ending cycle of existence</u>.
30. G	Tom: I choose a portrait of a little boy, Giovanni de Medici. He's holding a tiny bird in one fist, I like the way he's doing it carefully so he doesn't hurt it.

Luyện tập 3. Labeling a Map/Diagram

Answer	Location of the answers in the recording
15. H	As you can see, we're in the reception area... There's a corridor running left from here, and <u>if you go along that, the door facing you at the end is the entrance to the coffee room. This looks out onto the main road on one side, and some trees on the other</u> ...
16. C	The factory is the very big room on the far side of the site. Next to it is <u>the warehouse, which can be access by lorries going up the road to the turning area at the end. You can get to the warehouse by crossing to the far side of the courtyard, and then the door is on your right.</u>
17. G	Somewhere you'll be keen to find is the staff canteen. <u>This is right</u>

	<u>next to reception. The windows on one side look onto a corridor and courtyard, ..., and on the other onto the access road.</u>
18. B	<u>You'll be using the meeting room quite often, and you'll find it by walking along the corridor to the left of the courtyard, and continuing along it to the end. The meeting room is the last one on the right, and I'm afraid there's no natural daylight in the room</u>
19. I	<u>The human resources department is at the front of this building, so you head to the left along the corridor from reception, and it's the second room you come to. It looks out onto the main road.</u>
20. A	<u>And finally, the boardroom ... as it looks out on to the trees. Go along the corridor past the courtyard right to the end. The boardroom is on the left, next to the factory.</u>

Luyện tập 4. Sentence completion

Answer	Location of the answers in the recording
1. chemicals	The original fireworks were made from gunpowder, which is a mixture of ingredients including saltpetre, sulphur and charcoal. Today experts at handling explosives, called pyrotechnicians, add chemicals for special effects
2. shell	The ingredients are placed in a shell, it is then wrapped up and a fuse is added.
3. Chinese	Fireworks have been around for centuries and are believed to have been first made by the Chinese.
4. bang	A Chinese document, dated about 1040AD, showed how to wrap gunpowder in paper to make a "fire pill". This small firecracker made a very loud bang which was thought to ward off evil spirits.
5. 13 th century	By the 13th century, fireworks had made their way to Europe where their popularity grew.
6. rocket	There are a number of different types of fireworks these days and each of them works in a particular way. The rocket firework has a substance which explodes and shoots the firework into the air. When the rocket reaches a particular

	height, another spark causes it to blow up, releasing fine metal powders into the air.
7. Roman candles	Roman candles are long tubes which shoot balls of chemicals from one end creating a series of flaming stars.
8. Magnesium	Adding magnesium gives off a bright white light. Other ingredients give off different types of light when they become hot which is how colours are created.

Luyện tập 5.1 Form, note, table, flow-chart, summary completion

Answer	Location of the answers in the recording
31. practical	Specifically, I am referring to Stoicism, which, in my opinion, is the most practical of all philosophies and therefore the most <u>appealing</u> .
32. publication	<u>Amazingly</u> , we still <u>have access to</u> these ideas, despite the fact that the most famous Stoics never wrote anything down for publication.
33. choices	In the words of Epictetus: “external events <u>I cannot control</u> , but the choices I make <u>with regard to</u> them, I do control.”
34. negative	...Nassim Nicholas Taleb defines a Stoic as someone who has a different <u>perspective</u> on experiences which most of us would <u>see</u> as wholly negative.
35. play	George Washington was introduced to Stoicism by his neighbours at age seventeen, and later, <u>put on</u> a play based on the life of Cato to <u>inspire</u> his men.
36. capitalism	The economist Adam Smith’s <u>theories</u> on capitalism were significantly influenced by the Stoicism.
37. depression	Stoicism had a profound influence on Albert Ellis, who invented Cognitive Behaviour Therapy ... It’s most commonly used to treat <u>depression</u> .
38. logic	The idea is that we can take control of our lives by challenging the irrational beliefs that create our faulty thinking, symptoms and behaviours by using <u>logic</u> instead.

39. opportunity	... Stoics teach <u>turning</u> obstacles <u>into</u> opportunity. A lesson every business entrepreneur needs to learn.
40. practice	... studying Stoicism is as relevant today as it was 2,000 years ago, thanks to its brilliant insights into how to lead a good life. ... This is not as easy as it sounds and will require <u>considerable</u> practice.

Luyện tập 5.2

Answer	Location of the answers in the recording
25. history	Luke: OK. Then we need to think about who we'll do the study on. About 12 people? Susie: Right. And shall we use other psychology students? Luke: Let's use people from a different department. What about history? Susie: Yes...
26. paper	Luke: ... And we could ask them to answer questions online. Susie: But in this case, paper might be better as they'll be doing it straight after they wake up ...
27. humans / people	Luke: ... And we'll have to check the ethical guidelines for this sort of research. Susie: ... because our experiment involves humans, so there are special regulations.
28. stress	Luke: ... There's a whole section on risk assessment, and another section on making sure they aren't put under any unnecessary stress.
29. graph	Susie: Then when we've collected all our data we have to analyse it and calculate the correlation between our two variables, that's time sleeping and number of dreams and then present our results visually in a graph.
30. evaluate	Luke: Right. And the final thing is to think about our research and evaluate it...

Luyện tập 6. Short Answer Question

Answer	Location of the answers in the recording
1. 3 (three)	Nadiya Hussain was born into a British Bangladeshi family in the south of England. Both a wife and mother of three...
2. 2015	Nadiya Hussain was born into a British Bangladeshi family in the south of England. Both a wife and mother of three, she entered The Great British Bake Off in 2015.
3. baking competition	Her ability to produce amazingly creative, tasty bakes earned her the title of Champion in the biggest baking competition in the UK. This launched her career.
4. culinary	Later, she was asked to bake a cake for Queen Elizabeth II's 90th birthday. And then she went on to film the Chronicles of Nadiya, a BBC documentary of her culinary journey around Bangladesh
5. columnist	She is also a columnist for the Times magazine presenting mouth-watering recipes for baking.

READING

Luyện tập 1. Multiple Choice

1. B 2. B 3. C 4. C 5. C

Luyện tập 2.1. T/F/NG

1. TRUE 2. FALSE 3. TRUE 4. NOT GIVEN
5. TRUE 6. FALSE 7. NOT GIVEN 8. TRUE

Luyện tập 2.2. Y/N/NG

1. YES 2. NOT GIVEN 3. YES 4. NOT GIVEN
5. NOT GIVEN 6. YES 7. NO 8. YES
9. NOT GIVEN 10. NOT GIVEN

Luyện tập 3. Matching Heading Questions

1. iii 2. vii 3. i 4. v

Luyện tập 4. Matching features

1. B 2. B 3. C 4. A

Luyện tập 5. Matching information

1. B 2. D 3. A 4. C
5. A 6. D 7. B

Luyện tập 6. Matching Sentence Endings

1. b 2. g 3. c 4. f

Luyện tập 7 Sentence Completion

1. natural selection 2. fossil and phylogenetic
3. evolving 4. DNA

Luyện tập 8 Summary, Note, Table/Flow Chart Completion

1. quality 2. growth 3. development 4. Chronic

Luyện tập 9 Diagram Label Completion

1. abdomen 2. thorax 3. stinger / abdominal stinger
4. compound eyes 5. Mandibles

Luyện tập 10 Short-Answer Questions

1. Paschal eggs 2. chicken eggs 3. fertility, rebirth

PRACTICE TEST 1

LISTENING

Answers	Location of the answers in the recording
1. choose	They focus on seasonal products, and as well as teaching you how to cook them, they also show you how to <u>choose</u> them.
2. private	And could I get a <u>private</u> lesson there?
3. 20 / twenty percent	they offer a discount of 20 <u>percent</u> if you return for a further class.
4. healthy	They concentrate on teaching you to prepare <u>healthy</u> (Q4) food, and they have quite a lot of specialist staff.
5. bones	It's more to do with recipes that look at specific needs, like including ingredients that will help build up your <u>bones</u> and make them stronger, that sort of thing.
6. lecture	every Thursday evening, they have a lecture at the school
7. Arretsa	That's got a rather strange name, it's called The <u>Arretsa</u> Centre
8. vegetarian	They do a bit of meat and fish cookery but they mostly

	specialise in <u>vegetarian</u> dishes.
9.market	Is it just by the <u>market</u> ?
10. knife	And they also offer a special two-hour course in how to use <u>a knife</u>
11. B	<u>But it's the overall rise in the volume of traffic of all kinds that's concerning us.</u>
12.C	<u>People were very concerned about the lack of visibility on some roads due to cars parked along the sides of the roads.</u>
13.B	<u>But, of course, it's no good introducing new regulations if we don't have a way of making sure that everyone obeys them</u>
14. E	<u>Now, we already have a set of traffic lights in the High Street at the junction with Station Road, but we're planning to have another set at the other end, at the School Road junction, to regulate the flow of traffic along the High Street.</u>
15.D	<u>but in the end, we decided that could lead to a lot of traffic congestion so we decided to locate it on the High Street, crossing the road in front of the supermarket.</u>
16.B	<u>At present, parking isn't allowed on the High Street outside the library, but we're going to change that, and allow parking there.</u>
17.G	<u>There'll be a new 'No Parking' sign on School Road, just by the entrance to the school, forbidding parking for 25 metres.</u>
18.C	<u>As far as disabled drivers are concerned, at present they have parking outside the supermarket, but lorries also use those spaces, so we've got two new disabled parking spaces on the side road up towards the bank</u>
19.H	<u>We also plan to widen the pavement on School Road. We think we can manage to get an extra half-metre on the bend just before you get to the school, on the same side of the road</u>
20.I	<u>Finally, we've introduced new restrictions on loading and unloading for the supermarket, so lorries will only be allowed to stop there before 8 am. That's the supermarket on School Road</u>

21.A	<u>No, there's an optional module on seed structure and function in the third year that I might do, so I thought it might be useful for that</u>
22.C	<u>No, there's an optional module on seed structure and function in the third year that I might do, so I thought it might be useful</u>
23.B	<u>But we need to be sure we're the only ones doing it</u>
24.C	<u>I found it quite hard to follow-lots about the theory, which I hadn't expected</u>
25.B	<u>His analysis of figures comparing the times of the fires and the proportion of seeds that germinated was done in a lot of detail-very impressive</u>
26.G	<u>So, how many sorts do we need? About four different ones?</u>
27.C	<u>Then, for each seed we need to find out how much it weighs</u>
28.H	<u>And we also need to decide how deep we're going to plant the seeds-right on the surface, a few millimetres down, or several centimetres.</u>
29.A	<u>Do you think we can plant several seeds together in the same plant pot?</u>
30.E	<u>Then we see if our plants have come up, and write down how tall they've grown.</u>
31.crow	<u>One species which is well known as being highly adaptable is the crow, and there've been various studies about how they manage to learn new skills</u>
32.cliffs	<u>Another successful species is the pigeon, because they're able to perch on ledges on the walls of city buildings, just like they once perched on cliffs by the sea.</u>
33.speed	<u>And one thing that researchers are finding especially interesting is the speed with which they're doing this-we're not talking about gradual evolution here-these animals are changing fast.</u>
34. brain (s)	<u>And she looked at specimens that had been collected over the last hundred years, which is a very short time in evolutionary</u>

	<u>terms. And she found that during that time, these small mammals had experienced a jump in brain size when compared to rural mammals</u>
35.food	<u>And Snell-Rood thinks that this change might reflect the cognitive demands of adjusting to city life-having to look in different places to find food, for example, and coping with a whole new set of dangers.</u>
36.behaviors (s)/behavior(s)	<u>there's another biologist called Catarina Miranda who's done some experiments with blackbirds living in urban and rural areas. And she's been looking not at their anatomy but at their behaviour</u>
37.new	<u>But there's one type of situation that does seem to frighten the urban blackbirds, and that's anything new-anything they haven't experienced before</u>
38.stress	<u>He's found that when they're under stress, their endocrine systems react by reducing the amount of hormones such as corticosterone into their blood</u>
39.tail(s)	<u>and they've found that a routine part of their communication is carried out by waving their tails.</u>
40.permanent	<u>But on the other hand, it's possible that not all of these adaptations will be permanent</u>

READING

Answers	Location of the answers in the passages
Passage 1	
1. oval	The tree is thickly branched with dense foliage of tough, dark green oval leaves
2. husk	The fruit is encased in a fleshy husk. When the fruit is ripe, this husk splits into two halves along a ridge running the length of the fruit
3. seed	These are the sources of the two spices nutmeg and mace; the former being produced from the dried seed and the latter from the aril.

4. mace	These are the sources of the two spices nutmeg and mace; the former being produced from the dried seed and the latter from the aril
5. FALSE	but they never revealed the exact location of the source of this extremely valuable commodity.
6. NOT GIVEN	By 1617, the VOC was the richest commercial operation in the world
7. TRUE	the Dutch and British arrived at a compromise settlement, the Treaty of Breda, in 1667. Intent on securing their hold over every nutmeg-producing island.
8. Arabs	Throughout this period, the Arabs were the exclusive importer
9. plague	at the same time, thousands of people across Europe were dying of the plague, a highly contagious and deadly disease. Doctors were desperate for a way to stop the spread of this disease, and they decided nutmeg held the cure
10. lime	In addition, all exported nutmeg was covered with lime to make sure there was no chance a fertile seed which could be grown elsewhere would leave the islands.
11. Run	If the British would give them the island of Run
12. Mauritius	Then, in 1770, a Frenchman named Pierre Poivre successfully smuggled nutmeg plants to safety in Mauritius, an island off the coast of Africa
13. tsunami	Next, in 1778, a volcanic eruption in the Banda region caused a tsunami that wiped out half the nutmeg groves
Passage 2	
14. C	At present, the average car spends more than 90 percents of its life parked
15. B	Another aim is to free the time people spend driving for other purposes. If the vehicle can do some or all of the driving, it may be possible to be productive, to socialize or simply to relax while automation systems have responsibility for safe control of the vehicle. If the vehicle

	can do the driving, those who are challenged by existing mobility models-such as older or disabled travelers-maybe able to enjoy significantly greater travel autonomy.
16. E	drivers will have the freedom to select one that best suits their needs for a particular journey
17. G	It's clear that there are many challenges that need to be addressed but, through robust and targeted research, these can most probably be conquered within the next 10 years
18. D	This faster rate of turnover may mean that vehicle production will not necessarily decrease.
19. human error	... research at the UK's Transport Research Laboratory has demonstrated that more than 90 percent of road collisions involve human error as a contributory factor...
20. car (-) sharing	Automation means that initiatives for carsharing become much more viable, particularly in urban areas with significant travel demand...can be met by far fewer
21. ownership	Modelling work by the University of Michigan Transportation Research Institute suggests automated vehicles might reduce vehicle ownership by 43 percent.
22. mileage	But that vehicles' average annual mileage would double as a result
23. C	Another aim is to free the time people spend driving for other purposes. If the vehicle can do some or all of the driving, it may be possible to be productive, to socialize or simply to relax while automation systems have responsibility for safe control of the vehicle.
24. D	If the vehicle can do the driving, those who are challenged by existing mobility models-such as older or disabled travellers - maybe able to enjoy significantly greater travel autonomy.
25. A	the societal changes that may be required for communities to trust and accept automated vehicles as being a valuable part of the mobility landscape.

26. E	These include the technical difficulties in ensuring that the vehicle works reliably in the infinite range of traffic, weather and road situations it might encounter
Passage 3	
27. A	This questing nature of ours... and a visitor negotiate the subways of New York;
28. C	There is a type of person more suited to seeking out the news, a type of 25 caveman more inclined to risk venturing out
29. C	Thomas Hardy set some of his novels in Egdon Heath, a fictional area of uncultivated land, and used the landscape to suggest the desires and fears of his characters.
30. D	We think back to a golden age, as if exploration peaked somehow in the 19 th century- as if the process of discovery is now on the decline
31. A	Line 3-6, Para 6: They each set their own particular criteria; the common factor.
32. B	However, this is to disregard the role the human mind has in conveying remote places, and this is what interests me: how a fresh interpretation, even of a well-travelled route, can give its readers new insights.
33. E	If I'd gone across by camel when I could have gone by car, it would have been a stunt.
34. A	Explorer and travel writer Peter Fleming talks of the moment when the explorer returns to the existence he has left behind with his loved ones.
35. D	Then Robin Hanbury-Tenison, a campaigner on behalf of remote so-called-tribal peoples, said, -A traveler simply records information about some far-off world, and reports back; but an explorer changes the world
36. E	To him, exploration meant bringing back information from a remote place regardless of any great self-discovery.

37. B	An explorer is someone who has done something that no human has done before- and also done something scientifically useful.
38. (unique) expeditions	I've done a great many expeditions and each one was unique
39. uncontacted / isolated	I've lived for months alone with isolated groups of people all around the world.
40. (land) surface	We know how the land surface of our planet lies; exploration of it is now down to the details-the habits of microbes, say, or the grazing behavior of buffalo.

WRITING

TASK 1 - SAMPLE ANSWER

The line chart illustrates the number of inquiries sent to the Tourist Information Office in a particular city via three means of communication, between January and June in 2011.

It is clear that visitors to the city made more inquiries in person and via telephone, while written letters and emails became the least common choices. Additionally, the number of enquiries in person experienced the most dramatic change among the different options.

In January, the Tourist Information Office received 900 telephone enquiries, while just under 800 letters and emails were received. Not many tourists chose to ask for information in person, with just over 400 queries. Over the next three months, the telephone still remained the most popular method of enquiry, at approximately 1000 queries.

Meanwhile, the number of enquiries made in person saw considerable growth to 800, surpassing the figures for emails and postal enquiries. From March to June, enquiries in person were the most common method of inquiry. By June, the number of in person enquiries soared by more than 1,000 to peak at 1,900. During this period, there was also a significant rise in the figure for telephone enquiries, from 1000 to 1600. By contrast, fewer people sent emails or letters to make enquiries, with slightly less than 400 enquiries in May and June.

(216 words)

TASK 2 - SAMPLE ANSWER

Some people argue that playing team sports provides people with more benefits as opposed to participating in individual sports. Personally, I believe that both types of sports can provide a range of benefits to people, and it depends on what benefits each individual wishes to achieve as to which sport they should choose to play.

On the one hand, team sports, such as football and basketball, provide a number of benefits to those who play. For example, team sports give players the opportunity to develop interpersonal skills, like teamwork and communication skills, which will not only help people in their day-to-day social interactions but also benefit them in their workplace. In addition, team sports also offer players the chance to develop a sense of unity, friendship, and sportsmanship between teammates, which can really add value to people's lives by making them feel a part of something.

On the other hand, individual sports, like tennis and swimming, also have their merits. When someone plays an individual sport, it usually gives them more opportunities to enhance their personal skills, such as being able to manage emotions, cope with stress, and build confidence and self-esteem. When people are playing an individual sport, they usually have no one else to rely on for support during the game or match, and therefore, individuals will need to develop a strong mindset to be able to deal with and overcome any setbacks they may face. Individual sports also provide better opportunities for people to challenge themselves by setting goals and achieving personal bests.

Overall, I feel that all sports offer great benefits for people's mental and physical health, and that people should choose whatever sport they are most interested in playing.

(284 words)

SPEAKING

PART 1

*** Colour**

- *What is your favourite colour?*

When I was growing up, I guess blue was my favourite colour. I don't know why, but I always really liked things that were dark blue. These days though, I tend to have a preference for green things. So, I suppose green and blue are the colours that I like most.

- Did you like that colour when you were small?

As I mentioned, I always liked dark blue when I was young, but green is something that I started to like just couple of years ago.

- Is the colour of your car or motorbike important? Why?

Yes, and no. I mean, I don't really care what colour it is; however, I wouldn't really like to have a pink motorbike. Pink is a little bit too feminine for me. These days I have a black motorbike, which I think is a good colour for it.

*** Morning Routine**

- What do you do in the morning?

So normally I like to wake up around 7am, have a light breakfast, and do some household chores, like wash the dishes or sweep the floor, or something like that. Then I usually do some exercise for an hour or two and have a second breakfast at about 9.30. After that, I have some spare time to do other things, like my hobbies, or some other things that I need to get done.

- Have your ever changed your routine?

Of course. I mean, my routine depends on my work. These days I work as an English teacher which requires me to work in the afternoon and evening, so I have plenty of free time in the morning. But in the past, I used to have a nine-to-five job, so my routine was completely different then.

- Do you often have breakfast?

Yeah, every day. My brain can't function properly without a good breakfast. In fact, as I mentioned before, I usually have two breakfasts, a light breakfast when I wake up, and then a bigger breakfast around 9 or 10am. I don't know how people live without breakfasts.

PART 2

Describe an interesting old person

- who was the person
- how you met that person
- where you met him or her

And explain why you find them interesting?

The old person that I find interesting that I would like to tell you about is my grandma. Actually, she died a few years ago but she was a very inspiring person. My earliest memories of her are probably from when I was about 5 or 6 years old, because before that I didn't live with my grandparents so I didn't see them very often.

There are many reasons why I think she was very interesting. Firstly, she grew up in Australia during a time when men and women did not have equal rights, especially in terms of salary, and she used to work in a leather factory and she knew that she was good at her job, better than a lot of the men in the factory. So one day, she demanded that her boss pay her the same wage as her male colleagues because she was better than a lot of them. This was a brave thing to do and her boss gave her a raise. I think this is a good example of her personality actually. She was an honest and fair person, she worked hard and she expected to be paid fairly.

She always really loved to live in old houses in the countryside and filled them with all sorts of antiques and lots of interesting gadgets, so it was quite fascinating for me and my brothers to visit her house when we were young. Secondly, my grandmother was a real individual. She loved to play video games even when she was 60 years old, and she used to ride a big motorcycle and she had some tattoos on her arms, which was very uncommon for a woman her age. But my brothers and I thought she was really cool. She was also a very talented artist as well. She painted many beautiful paintings, and learnt to play the piano when she was about 65. And because of these things, my grandmother is someone I really admired.

PART 3

- Can old and young people share the same interests?

Yes of course. There are many interests that young and old people share. For example, many young and old people like to play the same sports, such as badminton, or the same games, like chess. It really just depends on each person's personalities.

- What can old people teach the youth?

Well, I suppose there are plenty of things the older generations can teach the youth. For example, older people usually have a lot of life experience and have

learnt a lot of important life lessons which they can teach younger people about. In Vietnam, most older people experienced a lot of hardships in their lives when they were young, because the country was involved in a lot of wars, and many people didn't have jobs or money or even food, so they had to learn to survive and overcome those difficult times. Most kids these days don't have to deal with anything like that, so there are many things they could learn from their elders.

- What can young people teach the old?

Well, I guess the first thing that springs to mind is about how to use technology. Many older people tend to be living behind the times so they tend to have a hard time learning how to use modern computers and other devices, like smartphones and so on, so that's one thing they can learn from the youth. Also, I guess many older people still hold on to some traditional beliefs and customs, some of which are a bit out-dated, while the youth are usually in the know when it comes to modern ways of living and more modern views and opinions about certain aspects of life. So, I guess both generations have something to learn from each other.

PRACTICE TEST 2

LISTENING

Answers	Location of the answers in the recording
1 races	That costs 260 dollars and <u>that covers you not just for ordinary cycling but also for races both here in the city and also in other parts of Australia.</u>
2 insurance	Now <u>both types of membership include the club fee of 20 dollars. They also provide insurance in case you have an accident,</u>
3 Jerriz	<u>You can find them online: they're called Jerriz.</u>
4 25 / twenty-five	<u>If you can do about 25 kilometres an hour, you'd probably be level B</u> , and then level C are the novices, who stay at about 15 kilometres per hour.
5 stadium	<u>There's one on Tuesdays, and for that one you meet at 5.30 am, and the meeting point's the stadium.</u>

6 park	<u>That's on Thursdays. It starts at the same time, but they meet at the main gate to the park.</u>
7 coffee	<u>And the members often go somewhere for coffee afterwards, so it's quite a social event.</u>
8 leader	WOMAN: <u>And does each ride have a leader?</u> JIM: <u>Sometimes, but not always.</u> But you don't really need one; the group members on the ride support one another, anyway.
9 route	<u>If you check the club website, you'll see that the route for each ride is clearly marked. So you can just print that out and take it along with you. It's similar from one week to another, but it's not always exactly the same</u>
10 lights	And in winter, it's well before sunrise when we set out, <u>so you need to make sure your bike's got lights.</u>
11 C	<u>The company will pay for eight hours of your time. That can be used over one or two days all at once, or spread over several months throughout the year.</u>
12 B	<u>Because they felt they were doing something really useful, nearly everyone agreed that volunteering made them feel more motivated at work.</u>
13 C	<u>Our staff were able to help them improve their telephone skills, such as writing down messages and speaking with confidence to potential customers, which they had found quite difficult.</u>
14 B	<u>But we're also agreed to help out on a conservation project in Redfern Park</u>
15 B	<u>And this year, instead of hosting the event in our own training facility, we're using the ICT suite at Hill College , as it can hold far more people.</u>
16 A	<u>If you're interested in taking part, please go to the volunteering section of our website and complete the relevant form.</u>

17&18 C, E	Quite a few owned both a computer and <u>a mobile phone, but these tended to be outdated model.</u> <u>A few were keen to learn but most were quite dismissive at first-they couldn't see the point of updating their skills. But that soon changed.</u>
19&20 B, D	The really encouraging thing was that <u>participants all said they felt much more confident about using social media to keep in touch with their grandchildren,</u> who prefer this form of communication to phoning or sending emails. <u>A lot of them also said playing online games would help them make new friends and keep their brains active.</u>
21 B	<u>Should I assume the other students don't know much, and give them a kind of general introduction, or should I try and make them share my fascination with a particular aspect?</u>
22 A	<u>Exactly. Or another way would be to focus on its impact in one particular area , say medicine, or space exploration.</u>
23 C	<u>While it can be good to includes slides, you could end up spending too long looking for suitable ones. You might find it better to leave them out.</u>
24 C	<u>So, maybe I should mention a particular way that</u>
25 A	<u>Well, initially I think you should ignore all the notes you've made, take a small piece of paper, and write a single short sentence that ties together the whole presentation .</u>
26 A	<u>With regard to the structure. I felt that you ended rather abruptly, without rounding it off.</u>
27 C	<u>And you made very little eye contact with the audience, because you were looking down at your notes most of the time. You need to be looking at the audience and only occasionally glancing at your notes.</u>
28 D	<u>Your body language was a little odd. Every time you showed a slide, you turned your back on the audience so you could look at it-you should have been looking at your laptop. And you kept scratching your head, so I found</u>

	<u>myself wondering when you were next going to do that, instead of listening to what you were saying!</u>
29 G	<u>You used a few words that are specific to the field, but you always explained what they meant, so the audience wouldn't have had any difficulty understanding.</u>
30 B	<u>I must say the handouts you prepared were well thought out. They were a good summary of your presentation, which people would be able to refer to later on.</u>
31 location	<u>Episodic memories include various details about these events, for example, when an event happened and other information such as the location.</u>
32 world	<u>This is the type of factual memory that we have in common with everyone else-that is your general knowledge of the world.</u>
33 personal	<u>Unlike episodic memory, semantic memory isn't dependent on recalling personal experiences.</u>
34 attention	<u>The degree to which you can successfully encode information depends on the level of attention you give to an event while it's actually happening.</u>
35 name	<u>For example, if you were introduced to someone called Charlie, you might make the connection that your uncle has the same name. Future recollection of Charlie's name is much easier if you have a strategy to help you encode it.</u>
36 network	<u>Consolidation is most effective when the information being stored can be linked to an existing network of information.</u>
37 frequency	<u>Forming strong memories depends on the frequency with which you try to retrieve them.</u>
38 colour / color	<u>These help episodic memory retrieval by acting as a prompt. For example, when recalling where you parked your car you may use the colour of a sign close to where you parked.</u>
39 brain	<u>Recent studies have shown that computer- assisted games designed to keep the brain active can help improve their episodic memory.</u>

40 self	<u>Episodic memories can help people connect with others, for instance by sharing intimate details about their past; something individuals with autism often have problems with. This may be caused by an absence of a sense of self</u>
---------	--

READING

Answer	Location of the answers in the passages
Passage 1	
1. B	That is not to suggest everyone should dance their way to work, however healthy and happy it might make us, but rather that the techniques used by choreographers to experiment with and design movement in dance could provide engineers with tool to stimulate new ideas in city-making.
2. C	Whereas medieval builders improvised and adapted construction through their intimate knowledge of materials and personal experience of the conditions on a site, building designs are now conceived and stored in media technologies.... Creating
3. F	Choreography may not seem an obvious choice for tackling this problem. Yet it shares with engineering the aim of designing patterns of movement within limitation space.
4. D	They failed to take into account that purpose-built street-cafes could not operate in the hot sun ...has unexpected results when translated into reality.
5. E	Again, these models are necessary, but they are built on specific world views in which certain forms of efficiency and safety are considered and other experiences of the city ignored. Designs that seem logical in models appear counter-intuitive in the actual experience of their users.
6. A	The way we travel around cities has a major impact on whether they are sustainable.

7. safety	The guard rails that will be familiar to anyone who has attempted to cross a British road, for example, were an engineering solution to pedestrian safety based on models
8. traffic	... that prioritise the smooth flow of traffic.
9. carriageway	They often guide pedestrians to specific crossing points and slow down their progress across the road by using staggered access points to divide the crossing into two-one for each carriageway.
10. mobile	In doing so they make crossings feel longer introducing psychological barriers greatly impacting those that are the least mobile
11. dangerous	and encouraging others to make dangerous crossings to get around the guard rails
12. communities	They divide communities...
13. healthy	... and decrease opportunities for healthy transport.
Passage 2	
14. F	why various species went extinct in the first place, and therefore how we could use it to make genetic modifications which could prevent mass extinctions in the future.
15. A	The basic premise involves using cloning technology to turn the DNA of extinct animals into a fertilised embryo, which is carried by the nearest relatives still in existence.
16. D	Since the disappearance of this key species, ecosystem in the eastern US have suffered.
17. A	The passenger pigeon was a legendary species. Flying in vast numbers across North America, with potentially many millions within a single flock, their migration was once of a nature's great spectacles. Sadly, the passenger pigeon's existence came to an end on 1 September 1914, ...
18. genetic traits	By pinpointing which genetic traits made it possible for mammoths to survive the icy climate of the tundra
19. heat loss	expanding their range to the huge ecosystem of the tundra.

	Necessary adaptations would include smaller ears, thicker hair, and extra insulating fat, all for the purpose of reducing heat loss in the tundra.
20. ears	Necessary adaptations would include smaller ears, thicker hair, and extra insulating fat, ...
21. (insulating) fat	...and extra insulating fat, ...
22. (carbon) emissions	This repopulation of the tundra and boreal forests of Eurasia and North America with large mammals could also be a useful factor in reducing carbon emissions
23. B	The return of thylacines to Tasmania could help to ensure that devils are never again subjected to risks of this kind.
24. C	She prefers to focus the debate on how this emerging technology could be used to fully understand why various species went extinct in the first place.
25. A	According to Novak, hybridized band-tailed pigeon, with the added nesting habits of a passenger pigeon, could, in theory, re-establish that forest disturbance, thereby creating habitat necessary for a great many other native species to thrive.
26. C	We know what we are doing today is not enough, and we have to be willing to take some calculated and measured risks
Passage 3	
27. C	laughter and humour provide psychological scientists with rich resources for studying human psychology.
28. A	Theories focusing on the evolution of laughter point to it as an important adaptation for social communication
29. B	On average, the results were remarkably consistent: worldwide, people's guesses were correct approximately
30. B	Laughter was recorded as each student took a turn at being teased by the others, involving the use of mildly insulting nicknames.

31. D	However, high-status individuals were rated as high-status whether they produced their natural dominant laugh or tried to do a submissive one
32. F	To test this theory, the researchers recruited 74 business students, ostensibly for an experiment on perception. First, the students performed a tedious task in which they had to cross out every instance of the letter —ell over two pages of text
33. H	Students who has watched th Mr. Bean video ended up spending significantly more time working on the task, making twice as many predictions as the other two groups.
34. C	Cheng and Wang then replicated these results in a second study, during which they had participants complete long multiplication questions by hand. Again, participants who watched the humorous video spent significantly more time working on this tedious task and completed more questions correctly than did the sudents in either of the other groups
35. D	Although humour hss been found to help relieve stress and facilitate social relationships.
36. E	We suggest that humour is not only enjoyable but more importantly, energizing
37. NOT GIVEN	Participants were asked whether they thought the people laughing were friends or strangers.
38. YES	Analysis revealed that, as expected, highstatus individuals produced more dominant laughs and fewer submissive laughs relative to the low-status individuals.
39. NO	The students then completed a task requiring persistence in which they were asked to guess the potential performance of employees based on provided profiles.
40. NO	The traditional view of task performance implies that individuals shoul avoid things such as humour that may distract them from the accomplishment of task goals.

SAMPLE WRITING

TASK 1 - SAMPLE ANSWER

The table provides information about the workforce in silk production, in two countries, England and Wales, over a period of 50 years, starting from 1851.

It is clear that the total number of silk workers in the two countries declined over the period, and that significantly more women were employed than men in this industry. Also, the number of silk manufacturing factories increased over the 50-year period, despite some fluctuations.

In 1851, the silk workforce was at its peak, with 130,750 employees, including 76,786 females and approximately 54,000 males. In contrast, the number of silk factories was at its lowest in 1851, at only 272. However, ten years later, the number of silk factories had almost tripled, reaching 761, while the total number of employees experienced a significant fall of over 20,000 people.

Over the following 40 years, the total number of female and male workers gradually decreased throughout the period, to 25,567 and 13,375 respectively, which resulted in a drop in the total number of employees, at 38,942 in 1901. Meanwhile, the number of silk factories experienced a gradual decline over these 40 years, from 761 in 1861 to 623 in 1901.

(194 words)

TASK 2 - SAMPLE ANSWER

In recent years, there have been a number of everyday problems that people in big cities have to cope with. This essay will discuss two major problems, pollution and information overload, which I believe should lead governments to encourage people to move to regional areas.

These days, increased levels of pollution have been a great cause for concern among residents of big cities. Due to high volumes of traffic, large quantities of pollutants are being released into the atmosphere, causing the degradation of air quality, which is said to be a significant contributor to various types of respiratory disease, such as lung cancer. Additionally, people in big cities are being bombarded with too much information from the media, including TV, social media, and advertising, with a large proportion of

this information being fake or exaggerated. This can lead to confusion or, in some cases, social anarchy.

In my opinion, governments should do what they can to encourage city residents to move to regional areas. Firstly, it will reduce the number of vehicles in cities, which will definitely reduce the levels of air pollution, which is hazardous to the health of citizens. Furthermore, fewer people living in big cities will relieve the pressure on the housing supply, where many people are forced to live in small, uncomfortable spaces. Studies have shown that people's living spaces have a direct impact on their mental health and how they perform at work.

In conclusion, severe air pollution and a bombardment of information are among the most serious problems facing city residents nowadays, and personally, I feel that authorities should encourage people to relocate to other areas to live.

(274 words)

SPEAKING

PART 1

*** Accommodation**

- Are you living in a house or a flat?

Currently I'm living in a rented flat on Phao Dai Lang Street. It's not so far from my workplace, only about 2 kilometers.

- How long have you been living there?

Less than a year. Before I moved to this flat, I had been living with my parents but it's too far from my workplace and the traffic there was always terrible. It took me a long while to find this place but I'm pretty happy with it now.

- What do you want to change about your neighborhood?

That's an interesting question. Actually, I've never thought of this before. My neighborhood is pretty good I think. It's quite civilized, and the location is convenient for me to travel to work. I don't think I want to change any of these.

*** Holiday**

- Are there a lot of holidays in Vietnam?

Let me see...There are quite a lot. I mean, there're holidays almost every month, and sometimes these holidays are to celebrate the most ridiculous things. But I'm fine with that, you know, I have more days off from work.

- What do Vietnamese people like to do during holidays?

I think most Vietnamese people want to stay at home and relax to recover after hard days at work and school. I also notice that families in the city often go on a picnic during these days.

PART 2

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help if you wish.

Describe an important historical event

- what event it is
- when it happened
- who or what was involved in it

And explain why you think it is an important historical event.

I would like to tell you about one of the most important past events to me. That is the time when President Ho Chi Minh read the Declaration of Independence, establishing the Socialist Republic of Vietnam.

History lessons at school in Vietnam might be boring, and not so many students pay attention to their teachers' words in history classes, but I'm sure there's one thing about history that all students in Vietnam remember. That is the date of the day marking our freedom. September 2nd 1945 was a glorious day. Thousands of people gathered at the Ba Dinh Square to listen to the Declaration of Independence.

You know, in the past, our country was invaded and colonized for a very long time by different nations, but we never forgot our traditions and customs, and always tried to fight the enemies to reclaim our independence. Our biggest enemy might be China, but the hardest one to fight was France. They colonized us for almost 100 years, feasted on our people's blood and sweat. Most Vietnamese people back then were farmers. They were uneducated and had to bow to their inhumane land lords. Despite the great disadvantages, they were

still able to unite and keep fighting bravely. Millions of them died, but their heroic actions live forever. And as you can guess, we finally took back our freedom.

From that day up until now, every Vietnamese person has the right to proudly say that he or she is free. I mean, I'm truly grateful to all the soldiers who overcame great hardships and fought with their lives so that I can enjoy a better life now.

PART 3

- How is history taught in Vietnam?

It isn't interesting as students expect. I mean, most students are given a history book full of text and unnecessary details of some wars, written in a way that attract little interest. During all my years at school, my history teachers' job was to read the whole text out loud and make sure that their students write everything down in their notebook. It's really boring and tiresome!

- Is there any difference between teaching history through books and movies?

I feel lucky you mentioned that. I've always dreamed of one day when history in my country are taught via movies and video documentaries. That way students might feel more excited and finally be able to pay attention to the knowledge they are learning in class. By presenting history in the form of images and videos, I believe history classes can achieve their original purpose-to teach history instead of lulling students to sleep.

- Why are there many children who do not like to learn history?

There are two reasons in my opinion. The first reason is that most of them are not mature enough to feel interested in battles and wars that happened in the past. I mean, they are too young and are more keen on animated movies and video games. The second reason is the way that history is taught in most countries nowadays. I hold a strong belief that if schools change the way they teach history, things will be a lot different.

PRACTICE TEST 3

LISTENING

Answers	Location of the answers in the recording
1. egg	They work together to <u>design</u> a special <u>cover</u> that goes round an egg, so that when it's inside <u>they can drop it from a height</u> and <u>it doesn't break</u>
2. tower	Well, they have <u>a competition</u> to see who can <u>make</u> the <u>highest</u> tower.
3. car	For example, one thing they do is to <u>design and build</u> a car that's attached to a <u>balloon</u> , and the force of the air in that actually <u>powers</u> the car and makes it move along.
4. animals	So they work out how to <u>build model</u> vehicles, things like <u>cars and trucks</u> , but also how to <u>construct</u> animals ... and then they learn <u>how they can program them and make them move</u> .
5. bridge	... it's to use recycled materials like <u>card and wood</u> to <u>build</u> a bridge, and the <u>longest</u> one gets a prize.
6. movie	... <u>think up an idea for a five-minute</u> movie and then <u>film it</u> , using <u>special animation software</u> .
7. decorate	And then they also <u>build a robot in the shape of a human</u> , and they decorate it and <u>program</u> it...
8. Wednesdays	And are the classes on a Monday, too? They used to be, but we found it didn't give our staff enough time to clear up after the first workshop, so we moved them to Wednesdays. The classes are <u>held in the morning from ten to eleven</u> .
9. Fradstone	They're in building <u>10A</u> ... and that's in Fradstone <u>Industrial Estate</u> . Fradstone-that's F- R- A- D- S- T- O- N- E. And that's in <u>Grasford</u> , isn't it?
10. parking	And will I have any parking problems there? No, there's always <u>plenty available</u> .

11. C	<u>Stevenson's</u> is quite an old company. Like me, the founder, Ronald Stevensons, went into the steel industry when he left school-that was in 1923. <u>He set up this company when he finished his apprenticeship, in 1926,</u> although he actually started making plans two years earlier, in 1924.
12. A	Stevenson's long- term plan was to manufacture components for the machine tools industry-although in fact that never came about-and for the automotive industry, that is, cars and lorries. However, there was a delay of five years before that happened, because shortly before the company went into production, <u>Stevenson was given the opportunity to make goods for hospitals and other players in the healthcare industry, so that's what we did for the first five years.</u>
13. B	...we were lucky that the site is big enough, so <u>moving to a new location has never been necessary.</u>
14. C	<u>Most mornings you'll have a presentation from one of the managers,</u> to learn about their department, starting this morning with research and development. In the past, a teacher from your school has come in at the end of each week to find out how the group were getting on, but your school isn't able to arrange that this year.
15. H	As you can see, we're in the reception area... There's a corridor running left from here, and <u>if you go along that, the door facing you at the end is the entrance to the coffee room. This looks out onto the main road on one side, and some trees on the other ...</u>
16. C	The factory is the very big room on the far side of the site. Next to it is <u>the warehouse, which can be access by lorries going up the road to the turning area at the end. You can get to the warehouse by crossing to the far side of the courtyard, and then the door is on your right.</u>

17. G	Somewhere you'll be keen to find is the staff canteen. <u>T his is right next to reception. The windows on one side look onto a corridor and courtyard, ..., a nd on the other onto the a ccess road.</u>
18. B	You'll be using t he <u>meeting room</u> quite often, and <u>you'll find it by walking along the corridor to the left of the courtyard, and continuing along it to the end. The meeting room is the last one on the right, and I'm afraid t here's no natural daylight in the room</u>
19. I	<u>The human resources department is at the front of this building, so you head to the left along the corridor from reception, and it's the second room you come to. It looks out onto the main road.</u>
20. A	And finally, <u>the boardroom ... as it looks out on to the trees. Go along the corridor past the courtyard right to the end. The boardroom is on the left, next to the factory.</u>
21&22. E & C	Jess: When they gave us all those handouts with details of books and websites to look at, I was really put off, but <u>the more I read, the more interested I got.</u> Tom: <u>Me too. I found I could research ... So I was looking forward to the Bird Park visit.</u> Jess: What a letdown! It poured with rain and we hardly saw a single bird. <u>Much less use than the trip to the Natural History Museum.</u> Tom: <u>Yeah. I liked all the stuff about evolution there. The workshop sessions ... were good too ...</u> Jess: I missed those because I was ill. I wish we could've seen <u>ttthe projects last year's students did.</u> Tom: Mm. I suppose they want us to do our own thing, not copy.
23- 24. E & B	Tom: ... I've realised the notes from my research are almost all just descriptions, I haven't actually evaluated

	anything. So I'll have to fix that. Jess: ... I'll have to look at that too. Did you do a timeline for the project? Tom: Yes, and a mind map. Jess: Yeah, so did I ... But it was hard having to explain the basis for my decisions in my action plan. Jess: You know, give a rationale. Tom: I didn't realise we had to do that. OK, I can add it now. And I've done the video daily presentation, and worked out what I want my outcome to be in the project. Jess: ... it's best not to be too precise about your actual outcome ... So I'm going to go back to my proposal to make it a bit more vague. Tom: ... OK, I'll change that too then.
25. D	Tom: ... I chose a painting of a falcon by Landseer ... But I can't just say it's a bit scary, can I? Jess: You could talk about the <u>possible danger</u> suggested by the bird's look. Tom: Oh, OK.
26. C	Jess: There's a picture of a fish hawk by Audubon I like... Tom: So you could discuss it in relation to predators and food chains? Jess: Well actually I think I'll concentrate on the impression of <u>rapid motion</u> it gives.
27. A	Jess: Do you know that picture of a kingfisher by van Gogh? Jess: I've actually chosen it because I saw a real kingfisher once when I was little, I was out walking with my grandfather, and I've never forgotten it. Tom: So we can use a <u>personal link</u>? Jess: Sure.

28. H	Tom: There's a portrait called William Wells. ... it's a middle-aged man who's just shot a bird. And his expression, and the way he's holding the bird in his hand suggest he's not sure about what he's done. To me, it's about how <u>ambiguous</u> people are in the way they exploit the <u>n atural world</u> .
29. F	Jess: There's Gauguin's picture Vairumati ... Apparently, it's a reference to the <u>never-ending cycle of existence</u> .
30. G	Tom: I choose a portrait of a little boy, Giovanni de Medici. He's holding a tiny bird in one fist, I like the way he's doing it carefully so he doesn't hurt it.
31. practical	Specifically, I am referring to Stoicism, which, in my opinion, is the most practical of all philosophies and therefore the most <u>appealing</u> .
32. publication	<u>Amazingly</u> , we still <u>have access to</u> these ideas, despite the fact that the most famous Stoics never wrote anything down for publication.
33. choices	In the words of Epictetus: "external events <u>I cannot control</u> , but the choices I make <u>with regard to</u> them, I do control."
34. negative	...Nassim Nicholas Taleb defines a Stoic as someone who has a different <u>perspective</u> on experiences which most of us would <u>s ee</u> as wholly negative.
35. play	George Washington was introduced to Stoicism by his neighbours at age seventeen, and later, <u>p ut on</u> a play based on the life of Cato to <u>inspire</u> his men.
36. capitalism	The economist Adam Smith's <u>t heories</u> on capitalism were significantly influenced by the Stoicism.
37. depression	Stoicism had a profound influence on Albert Ellis, who invented Cognitive Behaviour Therapy ... It's most commonly used to treat depression.
38. logic	The idea is that we can take control of our lives by challenging the irrational beliefs that create our faulty

	thinking, symptoms and behaviours by using logic instead.
39. opportunity	... Stoics teach <u>turning</u> obstacles <u>into</u> opportunity. A lesson every business entrepreneur needs to learn.
40. practice	... studying Stoicism is as relevant today as it was 2,000 years ago, thanks to its brilliant insights into how to lead a good life. ... This is not as easy as it sounds and will require <u>considerable</u> practice.

READING

Answers	Location of the answers in the passage
PASSAGE 1	
1. FALSE	One reason for this is that they have up to 11 centimetres of fat underneath their skin. Humans with comparative levels of adipose tissue would be considered obese and would be likely to suffer from diabetes and heart disease. Yet the polar bear experiences no such consequences.
2. FALSE	A 2014 study by Shi Ping Liu and colleagues sheds light on this mystery. They compared the genetic structure of polar bears with that of their closest relatives from a warmer climate, the brown bears.
3. NOT GIVEN	They compared the genetic structure of polar bears with that of their closest relatives from a warmer climate, the brown bears.
4. TRUE	Lin and his colleagues found the polar bears had a gene known as APoB, which reduces levels of low-density lipoproteins (LDLs)-a form of 'bad' cholesterol
5. TRUE	This process results in about six months of fasting, where the female bears have to keep themselves and their cubs alive, depleting their own calcium and calorie reserves
6. FALSE	In addition, six months later, when they finally emerged from the den with their cubs, there was no evidence of significant loss of bone density.

7. TRUE	If the mechanism of bone remodeling in polar bears can be understood, many bedridden humans, and even astronauts, could potentially benefit.
8. violent	Bears, on the other hand, seem to be perceived as stupid and in many cases violent.
9. tool	A male bear called GoGo in Tennoji Zoo, Osaka, has even been observed making use of a tool to manipulate his environment. The bear used a tree branch on multiple occasions to dislodge a piece of meat hung out of his reach.
10. meat	The bear used a tree branch on multiple occasions to dislodge a piece of meat hung out of his reach.
11. photographer	A calculated move by a male bear involved running and jumping onto barrels in an attempt to get to a photographer standing on a platform four metres high.
12. game	... polar bears showed deliberate and focused manipulation. For example, Ames observed a bear putting objects in piles and then knocking them over in what appeared to be a game.
13. frustration	... many bears have been seen to hit out at ice and snow-seemingly out of frustration-when they have just missed out on a kill.
PASSAGE 2	
14. iv	...The evolution of the pyramid form has been written and argued about for centuries. However, there is no question that, as far as Egypt is concerned, it began with one monument to one king designed by one brilliant architect: the Step Pyramid of Djoser at Saqqara.
15. vii	Prior to Djoser's reign, tombs were rectangular monuments made of dried clay brick, which covered underground passages where the deceased person was buried. For reasons which remain unclear, Djoser's main official, whose name was Imhotep, conceived of building a taller,

	more impressive tomb for his king by stacking stone slabs on top of one another, progressively making them smaller, to form the shape now known as the Step Pyramid.
16. ii	The Step Pyramid has been thoroughly examined and investigated over the last century, and it is now known that the building process went through many different stages ... The weight of the enormous mass was a challenge for the builders, who placed the stones at an inward incline in order to prevent the monument breaking up
17. v	... The complex in which it was built was the size of a city in ancient Egypt and included a temple, courtyards, shrines, and living quarters for the priests. It covered a region of 16 hectares and was surrounded by a wall 10.5 meters high. The wall had 13 false doors ...
18. i	The burial chamber of the tomb ... was dug beneath the base of the pyramid, surrounded by the vast maze of long tunnels that had rooms off them ... inside the pyramid was a large number of stone vessels. Over 40,000 of these vessels, of various forms and shapes, were discovered in storerooms off the pyramid's underground passages. They are inscribed with the names of rulers from the First and Second Dynasties of Egypt and made from different kinds of stone
19. viii	Djoser's grave goods, and even his body, were stolen at some point in the past and all archaeologists found were a small number of his valuables overlooked by thieves. There was enough left throughout the pyramid and its complex, however, to astonish and amaze the archaeologists who excavated it.
20. vi	... The Step Pyramid was a revolutionary advance in architecture and became the archetype which all the other great pyramid builders of Egypt would follow.
21. city	The complex in which it was built was the size of a city in

	ancient Egypt and included a temple, courtyards, shrines, and living quarters for the priests.
22. priests	The complex in which it was built was the size of a city in ancient Egypt and included a temple, courtyards, shrines, and living quarters for the priests.
23. trench	The wall had 13 false doors cut into it with only one true entrance cut into the south-east corner; the entire wall was then ringed by a trench 750 metres long and 40 metres high.
24. location	The false doors and the trench were incorporated into the complex to discourage unwanted visitors. If someone wished to enter, he or she would have needed to know in advance how to find the location of the true opening in the wall.
25 & 26. B & D	Djoser is thought to have reigned for 19 years, but some historians and scholars attribute a much longer time for his rule, owing to the number and size of the monuments he built. Djoser's grave goods, and even his body, were stolen at some point in the past and all archaeologists found were a small number of his valuables overlooked by thieves.
PASSAGE 3	
27. B	... 3-14% of the global workforce will need to switch to a different occupation within the next 10-15 years, and all workers will need to adapt as their occupations evolve alongside increasingly capable machines. Automation-or 'embodied artificial intelligence' (AI)-is one aspect of the disruptive effects of technology on the labour market.
28. D	... some of the most fundamental changes are happening as a result of the 'algorithmication' of jobs that are dependent on data than on production-the so-called knowledge economy.

29. C	... For over two years, Phachidi monitored a telecommunications company. 'The way telecoms salespeople work is through personal and frequent contact with clients, using the benefit of experience to assess a situation and reach a decision. However, the company had started using a[n] ... algorithm that defined when account managers should contact certain customers about which kinds of campaigns and what to offer them.
30. D	His recently published research answers the question of whether automation, AI and robotics will mean a 'jobless future' by looking at the causes of unemployment. 'History is clear that change can mean redundancies. But social policies can tackle this through retraining and redeployment.'
31. G	... some of the most fundamental changes are happening as a result of the 'algorithmication' of jobs that are dependent on data than on production-the so-called knowledge economy.
32. E	The algorithm ... often becomes the keeper of knowledge, she explains. In cases like this, Pachidi believes, a short-sighted view begins to creep into working practices whereby workers learn through the 'algorithm's eyes' and become dependent on its instructions.
33. C	Alternative explorations-where experimentation and human instinct lead to progress and new ideas-are effectively discouraged
34. F	It's scenarios like these that many researchers are working to avoid. Their objective is to make AI technologies more trustworthy and transparent, so that organisations and individuals understand how AI decisions are made.
35. B	On the subject of job losses, Low believes the predictions are founded on a fallacy: 'It assumes that the number of jobs is fixed. If in 30 years, half of 100 jobs are being

	carried out by robots, that doesn't mean we are left with just 50 jobs for humans. The number of jobs will increase: we would expect there to be 150 jobs.'
36. A	'Organisations are attracted to using algorithms because they want to make choices based on what they consider is "perfect information", as well as to reduce costs and enhance productivity.'
37. C	'The promises of these new technologies are astounding. They deliver humankind the capacity to live in a way that nobody could have once imagined,' he adds. 'Just as the industrial revolution brought people past subsistence agriculture, and the corporate revolution enabled mass production, a third revolution has been pronounced...
38. A	'But these enhancements are not without consequences,' says Pachidi. 'If routine cognitive tasks are taken over by AI, how do professions develop their future experts?' she asks.
	Another issue is the extent to which the technology influences or even controls the workplace.
	'We need to make sure we fully understand the dilemmas that this new world raises regarding expertise, occupational boundaries and control.'
39. B	...Hamish Low believes that the future of work will involve major transitions across the whole life course for everyone: "The traditional trajectory of full-time education followed by full-time work followed by a pensioned retirement is a thing of the past,' says Low. Instead, he envisages a multistage employment life: one where retraining happens across the life course, and where multiple jobs and no job happen by choice at different stages.
40. C	'If there is going to be a change to jobs as a result of AI and robotics then I'd like to see governments seizing the opportunity to improve policy to enforce good job security.

	... Mc Gaughey's findings are a call to arms to leaders of organizations, governments and banks to pre-empt the coming changes with bold new policies that guarantee full employment, fair incomes and a thriving economic democracy.
--	---

WRITING

TASK 1 - SAMPLE ANSWER

The pie charts indicate energy production from five different sources in France in two years 1995 and 2005.

It is obvious that while the percentages of energy manufactured from Coal, Gas, Nuclear and Other sources increased, the reverse was true for Petrol during the research period. In addition, Coal and Gas were the two most considerable means of energy generation in France over the period shown.

Initially, in 1995, while Gas and Petrol were used to create 29.63% and 29.27% of the total energy respectively, Coal was the primary source of energy in France with the figure registering nearly one third. Conversely, a small percentage of the other sources (only 4.9%) was generated compared with 6.4% by Nuclear power.

In 2005, there were considerable increases in the figures for Nuclear and Other sources to 10.10% and 9.10% respectively. Meanwhile, this year experienced a dramatic fall of nearly 10% to only 19.55% of the energy produced from Petrol. Additionally, the shares of energy generated from Coal and Gas rose insignificantly to 30.93% for the former and 30.31% for the later. (179 words)

TASK 1 - SAMPLE ANSWER

In this day and age, people in various nations are increasingly interested in learning about the history of the house or structure they reside in. In my opinion, this trend is due to natural curiosity as well as practical considerations, and should be handled through proper means. Many people are curious about their home's past because they want to connect with history and are concerned about potential structural flaws. The first reason is comparable to meticulously researching one's family genealogy. By investigating one's ancestors or place of residence, it is possible to understand

and build a link with the past. Furthermore, there is a practical reason related to historic construction methods. Older homes, in particular, may have used unsafe practices or materials that will eventually degrade, posing a risk of structural damage and, in the worst-case scenario, collapses. By studying about the house and the time period when it was built, residents can take the necessary precautions to ensure the house is safe in terms of structure and construction.

A possible approach for conducting such specialized research is to request local records. Initial research can be done through “word of mouth” and gathering relevant stories in a community. However, because this information may be unreliable, individuals should contact their local building authority. In most nations, registering a freedom of information request and receiving the necessary papers from municipal agencies are possible. Governments do not usually keep such information private, thus they are more likely to be responsive and helpful in offering assistance. Residents can then be confident that they have the most up-to-date and reliable information in order to have a better understanding about their home's history and any potential building flaws.

In conclusion, some people now acquire information about their home's history in order to better comprehend the past and ensure their protection. In my opinion, this is a positive development, and authorities should support and encourage such fact-finding. (320 words)

SPEAKING

Part 1

Study

Where are you studying now?

I am currently studying at the International School, Thai Nguyen University and majoring in International Business. Well, I am a sophomore.

Why did you choose that school?

I didn't actually choose it. You know, this school is actually one of the most prestigious universities in Northern Vietnam so my parents highly recommended it and they believe this school would suit me most. That's

why they told me to apply for it and I did. Until now, I am still thankful for their valuable advice and proper orientation!

What is your favorite subject at school?

I love attending soft skill classes which are compulsory subjects in the curriculum of all second-year students in my university. These skills, like public speaking or time management, critical thinking and problem-solving skills are very fun and useful subjects and I really love their practicability.

Is there anything you want to improve in your school?

Well, to be honest, despite its modern facilities and beautifully designed buildings, my school really needs to provide more green space for students on campus as well as in classrooms. You know, more trees will provide more shade and cool air for us to study more efficiently.

Shoes

How often do you buy shoes?

I am not really into collecting shoes so I only buy them when they are worn out. It's been around two years already since the last time I bought a new pair of shoes.

Have you ever bought shoes online?

No I haven't ever done that. The reason is simply because I did had a very terrible experience of online shopping. I hate receiving a product that isn't as good as it was advertised on the Internet. Honestly speaking, I prefer going to the store and check the quality myself before making a purchase.

Do you prefer comfortable shoes or good-looking shoes?

I prefer shoes that are more comfy and convenient. You know, apart from studying at my university, I also have a part-time job so I have to go out very frequently to see customers or meet my friends, so I need comfortable shoes that are soft and light in order not to feel hurt after a long day.

Sky

Do you like to look at the sky at night?

Well just occasionally. I mean the sky is beautiful as long as it isn't rainy or too sunny. Yep, we are all advised not to gaze directly at the sun as it may cause great harm to our eyesight.

Do you prefer the sky in the morning or the sky at night?

At night, definitely; while the daytime sky is rather boring, the starry night sky, especially that in the countryside, is so awesome that I was absolutely fascinated by the first time I saw it many years ago, maybe when I was a little girl. That wasn't like anything you can find in metropolis nowadays.

Can you see the moon and stars at night where you live?

Due to light pollution, the stars are too faint to be seen in my city, but I think I am still lucky to be able to catch sight of the moon easily out there. Once a month, from my window, I can see the full moon which is incredibly amazing!

Part 2

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help if you wish.

Describe a kind of food people eat in a special occasion

- when you eat that meal
- how you prepare it
- what ingredients are used to prepare it

and explain why you enjoy it.

When it comes to Vietnamese food, there are hundreds of choices coming to my mind. But the one I would talk about is Banh Chung, a traditional food that most Vietnamese people eat during Tet holiday. According to the Vietnamese culture, making Banh Chung is a way to express gratitude to our ancestors and homeland.

Compared with cooking ordinary food, the process of making Banh Chung is much more complicated and time-consuming as it requires lots of ingredients and skills. To make Banh Chung, we need sticky rice, pork meat, green beans and other traditional spices. First we have to choose and soak sticky rice in water one night in advance. Rice is wrapped in square shape, and the wrapping power must be neither too tight nor too loose. Then Banh Chung will be boiled for about 12 hours. This is the most memorable part, as we tend to gather around the fire, chatting and having snacks the whole night. No matter how modern the world may become,

having Banh Chung with beloved ones still plays an indispensable role in the Vietnamese spiritual life during Tet holidays.

Part 3

Do Vietnamese people eat rice every day?

Well, I think it really depends on which age group we are talking about. With teenagers, eating rice every day seems to be very boring as they love trying new things from other culture such as pizza, hamburgers, Thai food, and Korean food... instead of sticking to just one type of food. However, with older people, especially ones preferring traditional values, rice is an essential part of their daily diet so having it in everyday meals should be fine.

Do people in your country like to eat food from plants or animals?

In the past Vietnamese people used to consume a massive amount of meat. However, nowadays we are more concerned about our general well-being so food derived from plants has become a more popular choice for the majority of Vietnamese people.

In your opinion, should people become vegetarians?

No, not at all. Although it's always a good idea to eat vegetable every day, only eating vegetable is a totally different story. I think having a rich spiritual life with various kinds of food is as important as eating in a proper way.

Should we eat more for breakfast or lunch?

That's not something I often think about, but maybe having a carefully prepared breakfast is a wiser option. By this way, we will have all the energy and nutrition required for a whole day so we are fully energetic to work or study. Meanwhile, having a simple lunch sounds more reasonable for most of us due to our hectic working and studying schedule.

Is there any difference in the food that the rich and the poor eat?

Well, I think the key point here is not about the kind of food they eat, but the quality. Affluent people tend to spend lots of money on food so their meals would be more nutritious whereas poor people have to rely on cheap sources of calories to meet their daily requirement. For example, while the rich have a proper breakfast, the underprivileged would just have some bread or simply a dish of fried rice.

PRACTICE TEST 4

LISTENING

Answer	Location of the answers in the recording
1. frame	Woman: That should be fine. And some of them are in a frame-should I take them out before I send them? Employee: Yes please, we can't copy them otherwise. And also the photos must all be separate, they mustn't be stuck into an album
2. 195	Employee: We charge £195 for 300 to 400 photos for the basic service. Woman: OK. And does that include the disk? Employee: Yes, one disk-but you can get extra ones for £5 each.
3. payment	Employee: ... and once we've received the payment, we'll send the parcel off to you.
4. Grandparents	Employee: Sure. We'll save each group in a different folder on the disk and if you like, you can suggest a name for each folder. Woman: So I could have one called 'Grandparents' for instance? Employee: Exactly.
5. colour/color	Employee: Yes, in the standard service each photo is checked, we can sometimes touch up the colour a bit, or improve contrast-that can make a big difference.
6. hand	Woman: And do you do anything besides scan the photos?... Woman: OK. And some of the photos are actually quite fragile-they won't get damaged in the process, will they? Employee: No, if any look particularly fragile, we'd do them by hand. We do realise how precious these old photos can be.
7. background	Employee: And another thing is we can make changes to a photo if you want-so if you want to remove an object from a

	photo, or maybe alter the background, we can do that.
8. focus	Woman: ... Oh, and talking of fixing photos-I've got a few that aren't properly in focus. Can you do anything to make that better? Employee: No, I'm afraid that's one thing we can't do.
9. ten / 10 days	Woman: ... how long will it all take? Employee: We aim to get the copying done in ten days.
10. plastic	Woman: Fine. Right, well I'll get the photos packed up in a box and post them off to you. Employee: Right. If you've got a strong cardboard box, that's best. We've found that plastic ones sometimes break in the post.
11. C	It was commissioned by a business man, Neville Richards, and intended as his family home, but he died before it was completed. His heir chose to sell it to the local council, who turned it into offices. A later plan to convert it into a tourist information centre didn't come about, through lack of money...
12. B	The lower school will move to new buildings that will be constructed on the main site. Developers will construct houses on the existing lower school site.
13. A	A more imminent change concerns the catering facilities and the canteen ... But there's only one serving point, so most pupils have to wait a considerable time to be served. This is obviously unsatisfactory, as they may have hardly finished their lunch before afternoon lessons start.
14. A	... but one thing we ask you to do, to help in the smooth running of the Food Hall, is to discuss with your children each morning which

	type of food they want to eat that day, so they can go straight to the relevant serving food.
	There won't be any junk food-everything on offer will be healthy-and there's no change to the current system of paying for lunches by topping up your child's electronic payment card online.
15. C	You may be wondering what will happen to the old canteen. We'll still have tables and chairs in there, and pupils can eat food from the Food Hall or lunch they've brought from home.
16. D	One serving point we call World Adventures
	This will serve a different country's cuisine each day, maybe Chinese one day and Lebanese the next.
	The menu will be planned for a week at a time, so pupils can know what's going to be available the whole of that week.
17. A	Street Life is also international, with food from three particular cultures.
	We'll ask pupils to make suggestions, so perhaps sometimes there'll be food from Thailand, Ethiopia and Mexico, and then one of them will be replaced by Jamaican food for a week or two
18. B	The Speedy Italian serving point will cater particularly for the many pupils who don't eat meat or fish: they can be sure that all the food served there is suitable for them.
19&20. B & C	Now after-schools lessons. These are very popular with pupils, particularly swimming-in fact there's waiting list for lessons
	Cycling is another favourite, and I'm delighted that dozens of pupils make use of the chance to learn to ride in off-road conditions.
	As you know, we have a well-equipped performance centre,

	and we're going to start drama classes in there, too. Pupils will be able to join in just for fun or work up to taking part in a play-we hope to put on at least one a year
	We already teach a number of pupils to use the sound and lighting systems in the centre.
	And a former pupil has given a magnificent grand piano to the school, so a few pupils will be able to learn at the school instead of going to the local college, as many of them do at the moment.
21. B	Luke: I've just read an article suggesting why we tend to forget most of our dreams soon after we wake up ... but what it said was that if we remembered everything, we might get mixed up about what actually happened and what we dreamed... I'd always assumed that it was just that we didn't have room in our memories for all that stuff.
22. A	Susie: ... What do you think about the idea that our dreams may predict the future? Susie: ... but the explanation I've read is that for each dream that comes true, we have thousands that don't, but we don't notice those, we don't even remember them. Luke: Right. So it's just a coincidence really.
23. C	Susie: But most preschool children have a short sleep in the day don't they? There was an experiment some students did here last term to see at what age kids should stop having naps. But they didn't really find an answer. They spent a lot of time working out the most appropriate methodology, but the results didn't seem to show any obvious patterns.
24. C	Luke: ... let's think about our assignment. Last time I had problems with the final stage, where we had to describe and justify how successful we thought we'd been. I struggled a bit with the action plan too.

	Susie: I was OK with the planning, but I got marked down for the self-assessment as well. And I had big problems with the statistical stuff, that's where I really lost marks.
25. history	Luke: OK. Then we need to think about who we'll do the study on. About 12 people? Susie: Right. And shall we use other psychology students? Luke: Let's use people from a different department. What about history? Susie: Yes...
26. paper	Luke: ... And we could ask them to answer questions online. Susie: But in this case, paper might be better as they'll be doing it straight after they wake up ...
27. humans / people	Luke: ... And we'll have to check the ethical guidelines for this sort of research. Susie: ... because our experiment involves humans, so there are special regulations.
28. stress	Luke: ... There's a whole section on risk assessment, and another section on making sure they aren't put under any unnecessary stress.
29. graph	Susie: Then when we've collected all our data we have to analyse it and calculate the correlation between our two variables, that's time sleeping and number of dreams and then present our results visually in a graph.
30. evaluate	Luke: Right. And the final thing is to think about our research and evaluate it...
31. creativity	In another experiment, university researchers at York and Sheffield took a group of students and sent each of them into a lab where music was played for five minutes. The result showed that those who chose to dance showed much more creativity when doing problem solving tasks.

32. therapy	... dance could be a very useful way to help people suffering from mental health problems. He thinks dance should be prescribed as therapy to help people overcome issues such as depression.
33. fitness	Studies have shown that there are enormous benefits for people in their sixties and beyond. Anyone can have a go, even those whose standard of fitness is quite low
34. balance	... And there's plenty of evidence which suggests that dancing lowers the risk of falls, which could result in a broken hip, for example, by helping people to improve their balance
35. brain	For older people, this kind of activity is especially important because it forces their brain to process things more quickly and to retain more information.
36. motivation	Participants report feeling less tired and having a greater motivation to be more active and do daily activities ...
37. isolation	This helps to develop new relationships and can reduce older people's sense of isolation, which is a huge problem in many countries.
38. calories	John Porcari ...analyzed a group of women who were Zumba regulars and found that a class lasting 40 minutes burns about 370 calories. This is similar to moderately intense exercises like step aerobics or kickboxing.
39. obesity	A study in the American Journal of Health Behavior showed that when women with obesity did Zumba three times a week for 16 weeks, they lost an average of 1.2 kilos and lowered their percentage of body fat by 1%
40. habit	More importantly, the women enjoyed the class so much that they made it a habit and continued to attend classes at least once a week...

READING

Answer

Location of the answers in the passage

PASSAGE 1	
1. TRUE	The cutting of huge figures or ‘geoglyphs’ into the earth of English hillsides has taken place for more than 3,000 years. There are 56 hill figures around England, with the vast majority on the chalk downlands of the country’s southern counties.
2. NOT GIVEN	The figures include giants, horses, crosses and regimental badges.
3. TRUE	The White Horse has recently been re dated and shown to be even older than its previously assigned ancient pre-Roman Iron Age date.
4. FALSE	More controversial is the date of the enigmatic Long Man of Wilmington in Sussex. While many historians are convinced the figure is prehistoric, others believe that it was the work of an artistic monk from a nearby priory and was created between the 11th and 15 th centuries.
5. FALSE	The method of cutting these huge figures was simply to remove the overlying grass to reveal the gleaming white chalk below.
6. TRUE	One reason that the vast majority of hill figures have disappeared is that when the traditions associated with the figure faded, people no longer bothered or remember to clear away the grass to expose the chalk outline.
7. TRUE	Furthermore, over hundreds of years the outlines would sometimes change due to people not always cutting in exactly the same place, thus creating a different shape to the original geoglyph.
8. NOT GIVEN	The fame of Uffington White Horse is due to its size. (There is no reference in the passage)
9. Ridgeway	The horse is situated 2.5 km from Uffington village on a steep slope close to the Late Bronze Age hillfort of Uffington

	Castle and below the Ridgeway, a long distance Neolithic track.
10. documents	The earliest evidence of a horse at Uffington is from the 1070s CE when ‘White Horse Hill’ is mentioned in documents from the nearby Abbey of Abingdon ...
11. soil	... Optically Stimulated Luminescence (OSL) testing was carried out by the Oxford Archaeological Unit on soil from two of the lower layers of the horse’s body, and from another cut near the base. The result was a date for the horse’s construction ... it had a Late Bronze Age or Early Iron Age origin.
12. fertility	Some researchers see the horse as representing the Celtic horse goddess Epona, who was worshipped as a protector of horses, and for her associations with fertility.
13. Rhiannon	It is possible that the carving represents a goddess in native mythology, such as Rhiannon, described in later Welsh mythology as a beautiful woman who dressed in gold and riding a white horse.
PASSAGE 2	
14. D	Microbes, most of them bacteria, have populated this planet since long before animal life developed and they will outlive us
15. C	What is amazing is that while the number of human cells in the average person is about 30 trillion, the number of microbial ones is higher-about 39 trillion.
16. A	For most of human history we had no idea that microbes existed ... It wasn’t until nearly two hundred years later that the research of French biologist Louis Pasteur indicated that some microbes caused disease. It was Pasteur’s ‘germ theory’ that gave bacteria the poor image that endures today.
17. G	Yong’s book is in many ways a plea for microbial tolerance, pointing out that while fewer than one hundred species of bacteria bring disease, many thousands more play a vital role

	in maintaining our health.
18. B	In reality, says Yong, bacteria should not be viewed as either friends or foes, villains or heroes. Instead we should realize we have a symbiotic relationship that can be mutually beneficial or mutually destructive.
19. H & 20. E	But we are facing a growing problem. Our obsession with hygiene, our overuse of antibiotics and our unhealthy, low-fibre diets are disrupting the bacterial balance and may be responsible for soaring rates of allergies and immune problems, such as inflammatory bowel disease (IBD).
21. YES	For example, there are studies indicating that the excessive use of household detergents and antibacterial products actually destroys the microbes that normally keep the more dangerous germs at bay.
22. NO	Other studies show that keeping a dog as a pet gives children early exposure to a diverse range of bacteria, which may help protect them against allergies later.
23. NOT GIVEN	Yong's book contains more case studies than are necessary. (There is no reference in the passage)
24. YES	Among the less appealing case studies is one about a fungus that is wiping out entire populations of frogs and that can be halted by a rare microbial bacterium. Another is about squid that carry luminescent bacteria that protect them against predators.
25. NOT GIVEN	Already, in an attempt to stop mosquitoes spreading dengue fever-a disease that infects 400 million people a year-mosquitoes are being loaded with a bacterium to block the disease.
26. NO	In the future, our ability to manipulate microbes means we could construct buildings with useful microbes built into their walls to fight off infections. Just imagine a neonatal hospital ward coated in a specially mixed cocktail of microbes so that babies get the best start in life.

PASSAGE 3	
27. B	... empirical research examining wisdom suggests that it isn't an exceptional trait possessed by a small handful of bearded philosophers after all—in fact, the latest studies suggest that most of us have the ability to make wise decisions, given the right context.
28. C	'It appears that experiential, situational, and cultural factors are even more powerful in shaping wisdom than previously imagined,' says Associate Professor Igor Grossmann of the University of Waterloo in Ontario, Canada.
29. B	'In other words, wisdom is not solely an "inner quality" but rather unfolds as a function of situations people happen to be in. Some situations are more likely to promote wisdom than others.'
30. D	Grossmann and his colleagues have also found that one of the most reliable ways to support wisdom in our own day-to-day decisions is to look at scenarios from a third-party perspective, as though giving advice to a friend ... Looking at problems from this more expansive viewpoint appears to foster cognitive processes related to wise decisions.
31. D & 32. A	... Grossmann and his colleagues have identified four key characteristics as part of a framework of wise reasoning. One is intellectual humility or recognition of the limits of our own knowledge, ... along with compromise or integration of different attitudes and beliefs.
33. C	... and another is appreciation of perspectives wider than the issue at hand. Sensitivity to the possibility of change in social relations is also key,
34. F	... one of the most reliable ways to support wisdom in our day-to-day decisions is to look at scenarios from a third-party perspective.
35. G	Research suggests that when adopting a first-person viewpoint we focus on 'the local features of the

	environment’ and when we adopt a third-person, ‘observer’ viewpoint we reason more broadly and focus more on interpersonal and moral ideas such as justice and impartiality ...
36. FALSE	The students were instructed to imagine their career either ‘as if you were a distant observer’ or ‘before your own eyes as if you were right there’. Participants in the group assigned to the ‘distant observer’ role displayed more wisdom-related reasoning ... than did participants in the control group.
37. NOT GIVEN	In another study, couples in long-term romantic relationships were instructed to visualize an unresolved relationship conflict either through the eyes of an outsider or from their own perspective.
38. NOT GIVEN	In the couples experiments, the length of the couples’ relationships had an impact on the results. (There is no reference in the passage)
39. TRUE	Couples in the ‘other’s eyes’ condition were significantly more likely to rely on wise reasoning ...
40. TRUE	We might associate wisdom with intelligence or particular personality traits, but research shows only a small positive relationship between wise thinking and crystallized intelligence and the personality traits of openness and agreeableness.

WRITING

TASK 1 - SAMPLE ANSWER

The bar chart illustrates the percentage of car trips made by male and female drivers for eight different purposes in 2005.

It can be seen that commuting to work was the most common reason for car travel for both males and females. Meanwhile, visiting town, recreation, going to the bank, running errands, and visiting friends were the reasons for car travel that saw the biggest difference between the percentages of men and women doing these activities.

In 2005, 52% of men travelled to work by car, which was about 13% higher than that of women for the same purpose. By contrast, slightly more women than men went on car trips for shopping, with 16% and 10%, respectively. Similarly, the percentages of men and women driving to courses were fairly similar, at 8% and 12% respectively.

The percentage of each gender was considerably different with regards to other purposes. The percentage of men who made car trips to visit town, at 9%, and for recreation, at 11%, were nearly three times more than that of women for each purpose. While cars were used by around 8% to 10% of women for going to the bank, running errands, and visiting friends, approximately 4% of men used a car for the same purpose.

(193 words)

TASK 2 - SAMPLE ANSWER

It is becoming increasingly typical for businesses to emphasize the originality of their items in advertising. In my opinion, this stems from the psychology of consumer behavior and is a generally negative development.

Many marketing teams advertise and exaggerate their products so as to stimulate higher consumer demand. One of the most important business ideas is that items must satisfy a genuine consumer need and, ideally, be distinctive in some way. For example, Sony's advertising emphasizes how its smartphones' designs differ from typical phones and always follow their own style. This technique allowed them to stand out in the smartphone market share, which they subsequently expanded into one of the world's largest corporations. As a result, every company tries to market their products as novel in order to generate interest and demand. However, this approach usually results in deceptive advertising and consumer fatigue. Most businesses that present their items as "new" in some ways are seeking to deceive the public. This is frequently the case with soft drink corporations such as Coca-Cola and Pepsi, which rebrand their bottles and cans on a regular basis to create the impression of novelty. These strategies are clearly deceptive, and audiences are rarely persuaded. In reality, people are becoming bored of seeing commercials for familiar things that are ostensibly

revolutionary. For many customers, this results in a growing sense of apathy and disinterest in advertisements' exploitative tactics.

In conclusion, it seems to me that the importance of consumer psychology is the reason why corporations frequently advertise their items as new, and the impact of this trend is overall negative.

(265 words)

SPEAKING

Part 1

Pollution

Is your city polluted?

Definitely Yes! The dust and smoke that I must endure on my way to work every day often makes my head spin. Air pollution is one of many pressing issues my city is facing. According to the US Embassy, the level of air pollution in the metropolis in Vietnam like Hanoi in March has reached an alarming rate, which was equal to that of Beijing.

What are the causes of pollution?

I believe there are two main reasons. The first one is the lightning fast constructions of many factories leading to a higher amount of toxic gases released. Another contributor to air pollution is the rising level of exhaust fumes coming from motor vehicles like cars or motorbikes.

Have you ever done anything to help to protect the environment?

Frankly speaking, I don't do much, mostly because I do not pay enough attention to environmental preservation. What a shame! I still use plastic bags on a daily basis and sometimes I still throw garbage on the street. Oh! Mother Earth must be really mad at me.

Noise

Do you mind noise?

Sure! Loud noise gives me headache. Noise pollution is one of the most complicated problems in many big cities in Vietnam, not just my city, at the moment.

Is there any kind of noise you like?

I do love hearing the sound of nature. Yep, I mean the sound of water, bird signing, and the soothing sound of gentle wind blowing or rustling the leaves on the trees. Oh, listening to natural sound is really relaxing!

Are cities becoming noisier?

Sadly, yes. If the number of motor vehicles keeps increasing, I'm afraid that I have to think about relocating to the outskirts to escape from all of hustle and bustle pace of life in noisy cities.

Part 2

You will have to talk about the topic for one to two minutes.

You have one minute to think about what you are going to say.

You can make some notes to help if you wish.

Describe a newly built public facility (such as parks, cinemas, etc) that influences your city.

- where the facility is
- when it was built
- what people can do there

and why influence the facility has.

I would like to talk about Disney Water Park, which is a recently constructed facility that is attracting the attention of all residents in my city.

The most exciting things in the park, to me, are definitely the water slides. The feeling of sliding down from 15 to 20 meters at high speed and getting soaking wet is appealing to a thrill seeker like me. If you are not a big fan of physically-demanding activities or extreme sports, you can always choose to relax by letting yourself flow aimlessly on the lazy river. The food at the water park, which is normally great, will taste even better after two hours of water exercising.

In addition, this water park is a great place for parents who have no idea about which place to take their children to in this boiling 38-degree-or-above summer. I mean, children can spend hours in the park without complaining and playing with water in this place is quite safe. Also, Disney Water Park is a

necessary replacement for the old water park in my city, which is really outdated and in desperate need of renovation.

Part 3

What measures should be taken to deal with damages on public facilities?

There are quite a few solutions that could be applied. Some suggest that the government should impose stricter punishments on those who damage public facilities. For example, Singapore government has a fine of up to \$1000 for littering on streets or public urination. Others, however, believe that instead of punishments, the authorities should simply provide more financial support to help renovate and refurbish outdated facilities. Personally, I think raising people's awareness about potential dangers of damaging public facilities is also very crucial.

What facilities do young people and old people like in your country?

I think it's a common story in all nations, not just Vietnam. Old people tend to prefer quiet places like parks or libraries, mostly because they hate noise and want to enjoy a sense of tranquility or privacy. Also, because elderly people are more vulnerable to both physical and mental issues, they tend to visit public places like hospitals more often. Meanwhile, young people love noisy and crowded places like malls or stadiums as they are more interested in having a good time or hanging out with friends.

What's the difference between facilities in the countryside and the ones in the city?

Without a doubt, I do believe that public facilities in the city are much better than those in the countryside. Let's take the road system in Vietnam as an example. In big cities like Hanoi or Ho Chi Minh City, roads are often wider and there are more expressways and arterials roads. In comparison, most of the streets in the countryside are narrow and have been downgraded because there are a lot of holes that can cause accident at any time. I think, the government should invest more to improve the infrastructure system in the countryside.

APPENDICES

Appendix 1. Top list of synonyms for common words

English	Synonyms for IELTS
amazing	incredible, fantastic, fabulous, astonishing, extraordinary
answer	respond
awful	terrible, abominable, dreadful
bad	evil, spoiled, imperfect, infamous, dismal
beautiful	gorgeous, ravishing, dazzling, exquisite, stunning
begin	initiate, commence, inaugurate
big	huge, enormous, gigantic, humongous, substantial, mammoth
break	rupture, fracture, shatter
calm	serene, peace, tranquil
come	approach, arrive
cool	chilly, frosty, icy
cut	chop, slash, slit
dangerous	hazardous, risky, precarious
decide	determine, settle
definite	certain, positive, obvious
delicious	savoury, titbit, delectable
describe	portray, characterise
destroy	demolish, slay, ruin, raze
difference	disagreement, inequity, dissimilarity
dull	boring, uninteresting, monotonous, humdrum, dreary
end	terminate, conclude, cessation
explain	elaborate, interpret
fall	drop, descend, topple
famous	well-known, renowned, eminent, illustrious
fast	quick, rapid, hasty, snappy, swift
fat	stout, corpulent, chubby, bulky
funny	amusing, humorous, droll, hilarious
get	acquire, obtain, secure, procure, gather
good	excellent, fine, wonderful, superior, gracious, superb, splendid

	genuine, sterling, top-notch,
great	worthy, distinguished, grand, considerable, mighty
happy	pleased, delighted, elated, joyful, ecstatic, jubilant, jaunty
hate	despise, loathe, abhor, abominate
have	possess, own, acquire,
help	aid, assist, support, encourage, relieve
hide	conceal, cover, mask, veil
idea	thought, concept, notion
important	necessary, vital, critical, indispensable, valuable, essential, famous, notable
interesting	fascinating, engaging, spirited, intriguing, gripping, enthralling, captivating
little	tiny, diminutive, exiguous, dinky, cramped
look	gaze, glance, peek, glimpse, stare, leer
love	like, admire, fancy, care for, adore
make	create, originate, invent, construct, manufacture, produce, compose
move	plod, creep, crawl, drag, toddle, shuffle, trot, lumber, meander
neat	orderly, tidy, trim, natty, smart, elegant
new	unique, modern, current, recent
old	feeble, ancient, aged, veteran, mature, primitive, stale
place	draw, map, diagram, procedure, method, blueprint
show	display, exhibit, indicate, reveal, demonstrate
tell	disclose, reveal, expose, narrate, inform, divulge
use	employ, utilise, exhaust, spend
wrong	incorrect, inaccurate, mistaken, erroneous, improper, unsuitable

Appendix 2. Tiêu chí chấm điểm kỹ năng Viết

Band	Mức độ hoàn thành bài thi	Sự liên kết về hình thức và ý nghĩa	Từ vựng	Ngữ pháp
9	• Đáp ứng đầy đủ các yêu cầu của đề bài • Nhận xét tổng quan rõ ràng, các thông tin quan trọng được thảo luận một cách chi tiết	• Bố cục thông tin và luận điểm hoàn hảo • Đoạn văn được sắp xếp theo trình tự mạch lạc • Không có lỗi sai nào	• Từ vựng phong phú và phù hợp với ngữ cảnh • Các lỗi sai rất hiếm và không đáng kể	• Sử dụng các cấu trúc ngữ pháp một cách đa dạng và thuần thực • Các lỗi sai rất hiếm và không đáng kể
8	• Đáp ứng đầy đủ các yêu cầu của đề bài • Nhận xét tổng quan rõ ràng. Các thông tin quan trọng được làm rõ và trình bày tốt	• Bố cục thông tin và luận điểm logic • Chia đoạn hiệu quả • Sử dụng thuần thực các phương tiện liên kết và dẫn dắt. Đại từ thay thế hoàn toàn chính xác	• Vốn từ đa dạng và chính xác • Sử dụng từ ngữ học thuật thành thạo • Rất ít lỗi sai chính tả và hình thái từ	• Sử dụng các cấu trúc ngữ pháp một cách đa dạng và thuần thực • Các lỗi sai rất hiếm và không đáng kể
7	• Nhận xét tổng quan rõ ràng. Làm rõ các chi tiết quan trọng. • Tất cả các thông tin chính xác.	• Bố cục thông tin logic • Chia đoạn tốt • Sử dụng các phương tiện liên kết một cách đa dạng.	• Vốn từ đa dạng và tương đối chính xác • Có sử dụng từ ngữ học thuật • Có phong cách và khả	• Sử dụng nhiều cấu trúc câu phức tạp • Phần lớn các câu không có lỗi sai. • Khả năng kiểm soát ngữ

Band	Mức độ hoàn thành bài thi	Sự liên kết về hình thức và ý nghĩa	Từ vựng	Ngữ pháp
	Một số phần có thể được phát triển tốt hơn	- Một số phương tiện liên kết bị lạm dụng hoặc dùng chưa chuẩn xác - Dùng tốt đại từ thay thế	- năng kết hợp trong sử dụng từ ngữ. - Đôi chỗ có lỗi đánh vần hoặc lựa chọn từ chưa chính xác	pháp tốt. Đôi chỗ có lỗi sai về ngữ pháp hoặc ngắt nghỉ câu
6	- Có nhận xét tổng quan - Nhắc đến các chi tiết quan trọng một cách đầy đủ - Thông tin có chọn lọc - Một số thông tin có thể không chính xác	- Bố cục thông tin rõ ràng - Chia đoạn văn hợp lý - Sử dụng phương tiện liên kết hiệu quả - Một vào lỗi trong việc nói ý trong câu hoặc giữa các câu - Đại từ thay thế có thể chưa chính xác	- Vốn từ tương đối đa dạng - Có sử dụng chưa chính xác một số từ học thuật - Một số lỗi chính tả và hình thái từ - Diễn đạt rõ ràng	- Sử dụng cả cấu trúc câu đơn giản và phức tạp - Đôi chỗ có lỗi ngữ pháp, lỗi ngắt, nghỉ câu - Diễn đạt rõ ràng
5	- Nhận xét tổng quan không rõ ràng. - Không đề cập đầy đủ các chi tiết quan trọng. - Chỉ tiết quá mức.	- Có bố cục thông tin - Chia đoạn văn hạn chế. - Các từ/cụm từ nói có nhiều lỗi. Thường xuyên thiếu đại từ thay thế	- Vốn từ hạn chế. - Thường xuyên có lỗi chính tả hoặc hình thái từ gây khó khăn cho việc đọc hiểu	- Vốn cấu trúc câu hạn chế. - Có sử dụng nhưng không thành công một số cấu trúc câu phức

Band	Mức độ hoàn thành bài thi	Sự liên kết về hình thức và ý nghĩa	Từ vựng	Ngữ pháp
	- Không có dữ liệu làm dẫn chứng. - Thông tin không chính xác			tạp. - Nhiều lỗi ngữ pháp, lỗi ngắt nghỉ câu. - Gây khó khăn cho việc đọc hiểu
4	- Có cố gắng để thực hiện các yêu cầu của đề bài nhưng các ý chính chưa được đề cập hết. - Bị nhầm lẫn giữa các thông tin quan trọng cần có	- Chỉ biết liệt kê thông tin mà không biết cách sắp xếp sao cho mạch lạc. - Sử dụng các cấu trúc liên kết đoạn sai hoặc trùng hợp quá nhiều	- Vốn từ vựng cơ bản và trùng lặp nhiều hoặc không phù hợp với đề bài. - Khả năng sử dụng từ vựng hợp với ngữ cảnh kém. - Mắc nhiều lỗi sai gây khó chịu cho người đọc.	- Sử dụng các điểm ngữ pháp cơ bản không đa dạng. - Gặp nhiều lỗi sai về ngữ pháp
3	- Không trả lời đúng theo yêu cầu của đề bài do hiểu sai đề. - Các ý tưởng đưa ra là hạn chế và hầu hết là	- Các ý tưởng chỉ được liệt kê mà không được sắp xếp theo một trình tự hợp lý. - Các cấu trúc nói đoạn,	- Vốn từ vựng hạn chế. - Gặp nhiều lỗi sai về chính tả khiến cho thông tin không còn đúng nữa	Có cố gắng trong việc cấu trúc câu viết nhưng gặp quá nhiều lỗi sai ngữ pháp khiến câu văn không truyền tải được ý

Band	Mức độ hoàn thành bài thi	Sự liên kết về hình thức và ý nghĩa	Từ vựng	Ngữ pháp
	không liên quan	nói câu sử dụng sai		nghĩa như mong muốn
2	Câu trả lời không liên quan tới yêu cầu đề bài	Không có khả năng kết nối các ý với nhau	Vốn từ vựng cực kỳ hạn chế	Không biết cách câu trúc câu đúng
1	Câu trả lời sai hoàn toàn	Không biết cách triển khai ý tưởng hay truyền đạt thông tin	Biết sử dụng một vài từ đơn	Không biết cách triển khai ý tưởng hay truyền đạt thông tin
0	Không đi thi			

Appendix 3. Tiêu chí chấm điểm kỹ năng Nói

Band	Độ trôi chảy và mạch lạc	Từ vựng	Ngữ pháp	Phát âm
9	- Nói trôi chảy và hiếm khi lặp lại hay tự điều chỉnh, sửa lỗi - Mọi sự do dự, ngập ngừng trong lúc nói đều liên quan đến nội dung hơn là tìm từ hoặc ngữ pháp - Nói mạch lạc sử dụng các đặc trưng liên kết một cách hoàn toàn thích hợp - Phát triển các chủ đề một cách đầy đủ và hợp lý	- Sử dụng từ vựng một cách linh hoạt và chính xác trong tất cả các chủ đề - Sử dụng các thành ngữ một cách tự nhiên và chính xác	- Sử dụng đầy đủ các cấu trúc một cách tự nhiên và thích hợp - Cấu trúc các câu chính xác và nhất quán, loại trừ các “lỗi nhỏ” trong đặc điểm cách nói của người bản ngữ	- Sử dụng đầy đủ các thành tố phát âm với độ chính xác và sự tinh tế - Duy trì việc sử dụng linh hoạt các thành tố này xuyên suốt bài Nói - Có thể dễ dàng hiểu mà không cần nỗ lực
8	Nói một cách trôi chảy, chỉ thỉnh thoảng lặp từ hoặc tự sửa lỗi hay ngập ngừng do tìm nội	Sử dụng nguồn từ vựng phong phú và linh hoạt để truyền đạt ý nghĩa một cách chính xác	Sử dụng nhiều và đa dạng các loại cấu trúc một cách linh hoạt	Sử dụng nhiều và đa dạng các thành tố phát âm

Band	Độ trôi chảy và mạch lạc	Từ vựng	Ngữ pháp	Phát âm
	<i>chung, ý diễn đạt chứ hiếm khi phải dùng để tìm từ ngữ</i> • Phát triển các chủ đề một cách mạch lạc và phù hợp	• Sử dụng các từ vựng ít phổ biến và thành ngữ một cách khéo léo, chỉ đôi khi không chính xác • Sử dụng nhiều cách diễn đạt hiệu quả như được yêu cầu	• Phần lớn các câu không có lỗi, chỉ thỉnh thoảng không phù hợp hoặc mắc các lỗi cơ bản/ lỗi không hệ thống	• Duy trì được việc sử dụng linh hoạt các thành tố này, chỉ thỉnh thoảng mắc lỗi • Xuyên suốt bài Nói để hiểu; giọng tiếng Việt ảnh hưởng rất ít đến khả năng hiểu
7	• Có thể kéo dài câu nói mà không cần nỗ lực nhiều hoặc mất tính mạch lạc • Đôi khi có thể thể hiện sự ngập ngừng liên quan đến ngôn ngữ hoặc một số sự lặp lại và / hoặc tự điều chỉnh, sửa lỗi • Sử dụng nhiều, đa dạng	• Sử dụng nguồn từ vựng một cách linh hoạt để thảo luận về nhiều chủ đề khác nhau • Sử dụng được một số thành ngữ và các từ vựng ít phổ biến hơn, đồng thời cho thấy một số kiến thức về văn phong và cụm từ, tuy nhiên các sự lựa chọn chưa được phù hợp	• Sử dụng nhiều cấu trúc phức tạp một cách khá linh hoạt • Các câu được tạo ra thường là không có lỗi, hoặc chỉ tồn tại một số lỗi ngữ pháp	• Thể hiện tất cả các tính năng tích cực của Band 6 và một số, nhưng không phải tất cả các tính năng tích cực của Band 8

Band	Độ trôi chảy và mạch lạc	Từ vựng	Ngữ pháp	Phát âm
	và linh hoạt các phép nối cũng như các từ nối	Sử dụng hiệu quả nhiều cách diễn đạt (paraphrase) khác nhau		
6	- Sẵn sàng kéo dài câu nói, mặc dù đôi khi có thể mất độ mạch lạc do thỉnh thoảng lặp lại, tự sửa lỗi hoặc do ngập ngừng - Sử dụng nhiều các phép nối và các từ nối nhưng không phải lúc nào cũng thích hợp	- Có vốn từ vựng đủ rộng để có những cuộc thảo luận dài về nhiều chủ đề và làm cho ý nghĩa rõ ràng mặc dù còn những chỗ không phù hợp - Nhìn chung diễn đạt ý được bằng nhiều cách chính xác	- Sử dụng kết hợp các cấu trúc đơn giản và phức tạp nhưng ít linh hoạt - Có thể vẫn mắc lỗi thường xuyên với các cấu trúc phức tạp nhưng những lỗi này hiếm khi gây ra các vấn đề về hiểu	- Sử dụng được một số các thành tố phát âm nhưng việc kiểm soát còn lẫn lộn - Cho thấy khả năng sử dụng hiệu quả một số thành tố nhưng điều này không được duy trì - Nhìn chung bài Nói có thể được hiểu xuyên suốt, mặc dù việc phát âm sai các từ hoặc âm đôi khi làm giảm độ rõ ràng

Band	Độ trôi chảy và mạch lạc	Từ vựng	Ngữ pháp	Phát âm
5	- Thường có thể duy trì được độ trôi chảy của lời nói nhưng phải lặp lại, tự sửa lỗi và/hoặc nói chậm để có thể nói liên tục - Có thể lạm dụng (sử dụng quá mức) một số từ nói, phép nói và các từ nói - Tạo ra được những lời nói đơn giản và lưu loát, nhưng việc truyền đạt bị phức tạp hơn nên gây ra các vấn đề về độ trôi chảy	- Có thể nói được về cả các chủ đề quen thuộc và không quen thuộc nhưng sử dụng từ vựng còn ít linh hoạt - Có cố gắng sử dụng nhiều cách để diễn đạt nhưng thường không thành công	- Sử dụng các dạng câu cơ bản một cách hợp lý và chính xác - Có sử dụng một số ít các cấu trúc phức tạp hơn, nhưng những cấu trúc này thường có lỗi và có thể gây ra một số vấn đề về việc hiểu	Thể hiện được tất cả các tính năng tích cực của Band 4 và một số, nhưng không phải tất cả các tính năng tích cực của Band 6
4	Trong lúc trả lời vẫn có những khoảng dừng đáng chú ý và có thể nói chậm, thường xuyên bị lặp và tự sửa lỗi	Có thể nói về các chủ đề quen thuộc. Tuy nhiên chỉ có thể truyền đạt ý nghĩa cơ bản về các chủ đề không quen thuộc và	Hình thành được các dạng câu cơ bản và một số câu đơn giản đúng nhưng hiếm khi sử dụng các dạng cấu trúc câu	- Sử dụng được một số các thành tố phát âm nhưng còn hạn chế - Có cố gắng kiểm soát các thành tố đó nhưng

Band	Độ trôi chảy và mạch lạc	Từ vựng	Ngữ pháp	Phát âm
	Liên kết được các câu cơ bản nhưng sử dụng lặp đi lặp lại các phép liên kết đơn giản cũng cùng với những gián đoạn trong độ mạch lạc	thường xuyên mắc lỗi trong việc lựa chọn từ ngữ Hiếm khi cố gắng thay đổi cách diễn đạt (paraphrase)	phức Thường xuyên mắc lỗi và các lỗi có thể dẫn đến sự khó hiểu hoặc hiểu nhầm	thường xuyên mắc lỗi Phát âm sai thường xuyên và gây ra một số khó khăn cho người nghe
3	- Nói với những khoảng dừng dài - Khả năng liên kết các câu đơn còn hạn chế - Chỉ đưa ra được những câu trả lời đơn giản và thường không thể truyền tải thông điệp cơ bản	- Chỉ sử dụng được những từ vựng đơn giản để truyền đạt thông tin cá nhân - Thiếu vốn từ để diễn đạt nhưng chủ đề ít quen thuộc hơn	- Cố gắng sử dụng các dạng câu cơ bản nhưng ít khi thành công hoặc dựa vào các câu nói có vẻ đã thuộc lòng - Mắc nhiều lỗi ngoại trừ các cách diễn đạt đã được ghi nhớ	Thể hiện một số đặc điểm của Band 2 và một số, nhưng không phải tất cả các tính năng tích cực của Band 4
2	- Có các khoảng dừng dài trước hầu hết các từ - Khả năng truyền đạt thấp	Chỉ nói được những từ đơn, riêng biệt hoặc những câu nói được ghi nhớ	Không thể hình thành các dạng câu cơ bản	Lời nói thường không thể hiểu được

Band	Độ trôi chảy và mạch lạc	Từ vựng	Ngữ pháp	Phát âm
1	• Không thể giao tiếp và truyền đạt • Ngôn ngữ không thể đánh giá được			
0	• Không đi thi			

Appendix 4. Thang điểm IELTS

Band	Description/Mô tả
9	Expert user: Has fully operational command of the language: appropriate, accurate and fluent with complete understanding. Thông thạo: Hoàn toàn đạt yêu cầu sử dụng ngôn ngữ: phù hợp, chính xác và trôi chảy với khả năng thông hiểu hoàn chỉnh.
8	Very good user: as fully operational command of the language with only occasional unsystematic inaccuracies and Inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well. Rất tốt: Hầu như hoàn toàn đạt yêu cầu sử dụng ngôn ngữ, chỉ với vài lỗi thiếu chính xác và chưa phù hợp-không mang tính hệ thống. Lỗi hiểu sai có thể xuất hiện trong những tình huống lạ. Vận dụng tốt khả năng tranh luận chi tiết và phức tạp.
7	Good user: Has operational command of the language despite some Inaccuracies, inappropriacies and misunderstandings. Generally handles complex language well and understands detailed reasoning. Tốt: Đạt yêu cầu sử dụng ngôn ngữ trừ một số lỗi thiếu chính xác, chưa phù hợp và lỗi hiểu sai. Nhìn chung vận dụng tốt ngôn ngữ phức tạp và hiểu lập luận chi tiết.
6	Competent user: Has generally effective command of the language despite some inaccuracies, inappropriacies, and misunderstandings. Can use and understand fairly 6. complex language, particularly in familiar situations. Khá: Nhìn chung đạt yêu cầu sử dụng ngôn ngữ hiệu quả trừ một số lỗi thiếu chính xác, chưa phù hợp và lỗi hiểu sai. Có thể sử dụng và hiểu tương đối tốt ngôn ngữ phức tạp. nhất là trong các tình huống quen thuộc.
5	Modest user: Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field. Trung bình: Phần nào đạt yêu cầu sử dụng ngôn ngữ, nắm được nghĩa chung trong hầu hết các tình huống, mặc dù còn phạm nhiều

Band	Description/Mô tả
	lỗi. Có khả năng vận dụng kỹ năng giao tiếp cơ bản trong phạm vi cụ thể.
4	Limited user: Basic competence is limited to familiar situations, though is likely to make many mistakes. Should be able to handle basic communication in own field. Hạn chế: Kỹ năng chấp nhận được trong những tình huống quen thuộc, mặc dù còn phạm nhiều lỗi. Có khả năng vận dụng kỹ năng giao tiếp cơ bản trong phạm vi cụ thể.
3	Extremely limited user: Conveys and understands only general meaning in very familiar 3 situations. Frequent breakdowns in communication occur. Rất hạn chế: Chỉ có thể truyền đạt và thông hiểu nghĩa chung trong các tình huống hết sức quen thuộc. Liên tiếp mắc lỗi trong giao tiếp.
2	Intermittent user: No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English. Kém: Không thực sự có kỹ năng giao tiếp, trừ với những thông tin cơ bản nhất, sử dụng những từ ngữ khó hiểu hoặc theo cách cụt lủn trong các tình huống quen thuộc, chỉ để đáp ứng nhu cầu tức thời. Gặp khó khăn trong việc thông hiểu tiếng Anh nói và viết.
1	Non user: Essentially has no ability to use the language beyond possibly a few isolated words. Không có khả năng: Không có khả năng sử dụng ngôn ngữ, ngoài việc dùng vài từ nghèo nàn.
0	Did not attempt the test: No assessable information provided. Bỏ thi: Không có cơ sở gì để đánh giá.

TÀI LIỆU THAM KHẢO

Cambridge. (2018). Cambridge English IELTS 10. CUP

Cambridge. (2021). Cambridge English IELTS 16. CUP

Hướng Dẫn Trả Lời Các Dạng Câu Hỏi IELTS-Speaking. Retrieved from <https://jolo.edu.vn/vi/thu-vien/bi-quyet-ielts/huong-dan-tra-loi-cac-dang-cau-hoi-ielts-speaking.html> in April 2021

IELTS là gì? Retrieved from https://ielts-fighter.com/tin-tuc/IELTS-la-gi-Tat-tan-tat-ve-ki-thi-IELTS_mt1464318919.html in May 2021

IELTS Reading. Retrieved from <https://zim.vn/bai-viet/ielts-reading> in December 2020

IELTS Strategies. Retrieved from <https://www.ielts-simon.com/> in March 2021

IELTS How to. Retrieved from <https://www.ieltstutor.me/> in June 2021

IELTS Speaking. Retrieved from <https://ieltsliz.com/> in June 2021

Luyện viết IELTS Phần 1 hiệu quả. Retrieved from <https://theedge.vn/tin-tuc/cach-viet-ielts-writing-task-1> in July 2021

Phương pháp làm dạng bài Multiple choice trong Nghe. Retrieved from <https://zim.vn/phuong-phap-lam-dang-bai-multiple-choice-trong-ielts-listening> in July 2021

Practice Test 3-Speaking. Retrieved from <https://ieltstrainingonline.com/ielts-speaking-recent-actual-test-on-march-23-2019/> in September 2021

Practice Test 3. Retrieved from <https://wiseenglish.edu.vn/tag/tai-lieu-ielts/> in September 2021

Listening-Luyện tập 4, luyện tập 6. Retrieved from <https://www.englishtest.info/index10.html> in September 2021

Reading types. Retrieved from <https://luyenieltsonline.com/ielts-reading/ky-thuat-lam-bai-ielts-reading/103-14-dang-bai-tap-ielts-reading-va-phuong-phap-giai-quyet-tung-dang.html> in May 2021

Speaking: Band Descriptors (public version)-ielts. Retrieved from <https://www.ielts.org/-/media/pdfs/speaking-band-descriptors.ashx?la=en> in May 2021

Writing: Band Descriptors (public version)-ielts. Retrieved from <https://www.ielts.org/-/media/pdfs/speaking-band-descriptors.ashx?la=en> in May 2021

NHÀ XUẤT BẢN ĐẠI HỌC THÁI NGUYÊN

Địa chỉ: Tổ 54, Phường Phan Đình Phùng - Tỉnh Thái Nguyên

Điện thoại: 0208 3546116; Fax: 0208 3840017

Website: nxb.tnu.edu.vn * E-mail: nxb.dhtn@gmail.com

CẨM NANG CHO NGƯỜI HỌC IELTS/ HANDBOOK FOR IELTS LEARNERS

Chịu trách nhiệm xuất bản:

TS. PHẠM QUỐC TUẤN

Giám đốc - Tổng biên tập

Biên tập: HOÀNG ĐỨC NGUYỄN

Thiết kế bìa: LÊ THÀNH NGUYỄN

Sửa bản in: QUÁCH THÙY LINH

Trình bày: LÊ THÀNH NGUYỄN

Đội tác liên kết xuất bản

Khoa Quốc tế - Đại học Thái Nguyên

(Địa chỉ: Tổ 54, phường Phan Đình Phùng, tỉnh Thái Nguyên)

Số đăng ký kế hoạch xuất bản: 4426-2025/CXBIPH/13-132/DHTN

Số quyết định xuất bản: 89LK-TC/QĐ-NXBĐHTN, ngày 07/11/2025

Nộp lưu chiếu quý IV năm 2025

Mã ISBN: 978-604-350-632-7

***Không phần nào trong xuất bản phẩm này được sao chép hay phát hành
dưới bất kỳ hình thức hoặc phương tiện nào nếu không được sự cho phép của
Nhà xuất bản Đại học Thái Nguyên***

**CẨM NANG
CHO NGƯỜI HỌC IELTS
HANDBOOK FOR IELTS LEARNERS**